Bournemouth University

Public Involvement in Education & Research Partnership

Annual Report

September 2018 – August 2019

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Introduction

Welcome to the annual report of the BU PIER Partnership. The report seeks to provide an overview of the scope and range of BU PIER Partnership activity in 2018/19.

This year, we supported every Health and Care Professions Council (HCPC) and Nursing and Midwifery Council (NMC) regulated programme across the Faculty of Health and Social Sciences to redesign and successfully re-validate their programmes with the involvement of PIER members. This has further embedded a culture across BU programmes for lived experience education and ensured that HSS students will continue to benefit from the expertise of people with lived experience in their personal and professional development. PIER involvement led to a number of new initiatives in education including involvement in the design of inter-professional learning units which will be delivered in the coming year.

A key objective for 2018-19 was to shift the balance between involvement in education and research by reducing activity in admissions. As a result, we significantly increased our involvement in research activity. The PIER partnership collaborated this year on 16 research funding bids and projects. Contributions were developed at all stages of the research cycle from identifying research needs; informing research funding bids and providing guidance on tools and methods used by researchers. We developed new guidance for researchers engaging in public and patient involvement (PPI) and implemented a new information and request form to enable researchers to identify meaningful PPI in their research.

A highlight of the year was the publication by Palgrave Macmillan of the book 'A Guide to Social Work Statutory Interventions: the lived experience'. 32 people, including several PIER members, contributed their experience and expertise to the book which is now being marketed as a key text for social work students. Peter Beresford, Professor of Citizen Participation, said: 'By highlighting the first-hand voices of services users in statutory social work processes, this book represents a valuable step forward both for them and social work; indispensable for positive managers, practitioners and learners'. The collaborative nature of the book which emphasises the expertise of people with lived experience formed the basis of all of our work this year.

A summary of all 2018/19 activity is provided in this report. Should you wish to discuss any aspect, please feel free to contact us.

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PIER partnership members

In the 12 months this report covers, the BU PIER Partnership membership grew from 100 to 112 members. Total membership in August 2019 stands at 101. We gained 12 new members this year but sadly one member passed away. Ten moved on from PIER involvement because of changes in circumstances in their lives. The group is made up of 61 Service Users; 29 Carers and 11 who identify themselves as both. 66 are women and 35 men covering a wide variety of experiences, illnesses and geographical areas in Dorset. 55% of our membership have been actively involved this year compared to 78% the previous year.

Our aim for this year has been to develop the diversity of the membership. We developed new links with Epilepsy Action Bournemouth & Poole Branch, Dorset Community Action and Dorset CCG PPG and are developing contacts with people who are visually impaired this coming year through the Dorset Blind Association.

New members have been identified through a variety of means including:

- Our own membership network
- Academics
- Students on placement
- Networking events
- Our website
- Word of mouth

BU Service user and carer five year strategy

Available at www.bournemouth.ac.uk/pier/resources

In May 2015, the HSS Executive approved the BU Service User and Carer five year strategy and we continue to work toward these aims which are:

- To collaborate with service users and carers in ways which respect and value them as experts by experience
- To create and support opportunities for service users and carers to lead, contribute and collaborate in research activity

- To develop innovative, meaningful and less resource intensive models of involvement in education which are shown to enhance professional practice
- To develop a national profile for innovative involvement in health and social care research and education
- To increase the number of high impact research studies and publications from across the Faculty of Health and Social Sciences which focus on involvement in health and social care education, research and practice.

The main goal within the strategy for 2018-19 was to demonstrate a contribution to research activity across the Faculty and in REF submissions. The Research Excellence Framework (REF) is undertaken by the four UK higher education funding bodies to evaluate the quality of research in British higher education institutions.

We have made significant progress in achieving this goal through a range of research activities, collaborations and publications. We are working closely with the BU impact team to collate evidence of the impact of PIER involvement and to write an impact case study which will form part of BU's Research Excellence Framework (REF) submission.

Progress against the five year strategy objectives including involvement in education and research are summarised in the remainder of this annual report.

Involvement in NMC regulated programmes – Angela Warren

Adult Nursing

The main areas of involvement in the Adult Nursing programme are:

- Year one *Working in Partnership with patients and clients* within the 'Exploring Adult Nursing' Unit
- Year one Learning Disability Theme day
- Year two Humanisation Workshops within *Humanising Nursing Care*
- Year two Nursing Simulation within the Unit; *Therapeutic Communication in Adult Nursing*

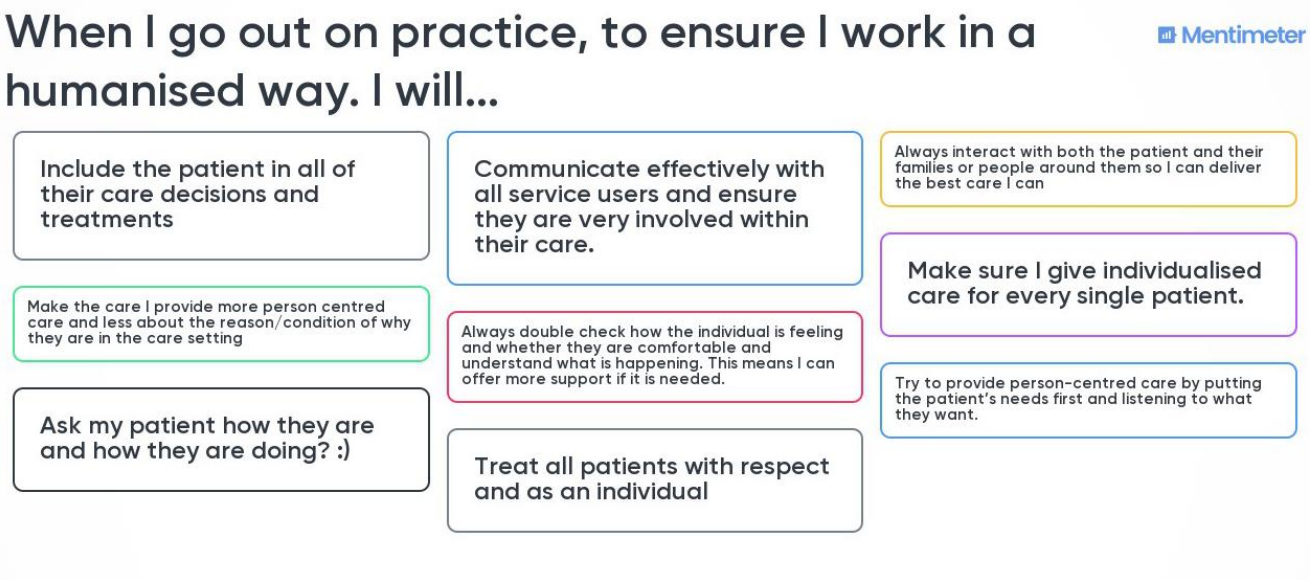
Year on year these activities are evaluated and changes made to improve the student experience and impact on their learning. Consideration is also given to the organisation of these sessions; given the large cohorts of students. The year one *Working in Partnership with patients and clients* sessions are delivered using a model of Team Based Learning. Whilst this session provides the opportunity for better student engagement (as opposed to the mass lecture), this year saw a significant reduction in the numbers of students completing the (mandatory) pre-work needed to engage in the session. This was very disappointing for the service users; some of whom agreed to be filmed as part of the pre-work activity. In order to prepare for the next academic year, Jonny Branney will be meeting with a small working group to discuss how we can foster greater student engagement at every stage of this learning experience. The overarching aims of this session are to:

- engage the students as active learners
- impress on them the importance of team work, right at the start of their course
- introduce them to 'real people' who live with different health conditions in order to prepare them for their future practice placements.
- increase the potential of achieving the learning outcomes

In the last year there have been four TBL sessions with Year one Adult nursing students (three in Bournemouth and one in Yeovil). The Bournemouth session includes 11 service users in the pre-work and delivery, and four in Yeovil

In the new academic year we intend to continue with TBL as it is a powerful learning

tool that encourages students to take ownership of their learning and see the relevance of it through the application activities. The aim is, of course, that students will take their learning into their future practice. This small snapshot of student feedback gives clear indication of what has been gained from working with PIER members and an intention to take their learning forward.



The BU PIER members were asked for feedback on their experience of being part of the TBL sessions. The feedback was much more varied this year with a range of themes including:

- Variations in how the students responded to the group exercise; questioning the clarity of how the activity was explained/whether the students had listened.
- The sense that their (PIER members) contribution had been appreciated and taken on board.
- Strong disappointment regarding the very low percentage of students having completed the pre-work and the impact this had on the rest of the session.
- Being involved in good discussions with students where they are all engaged and contributing as a team member

The Learning Disability Theme day

This was run twice this year; incorporating students form all three fields of nursing. This lively, interactive day, led by people who have a learning disability, is always appreciated by students. Although the session is delivered in a lecture theatre, there is a mix of speaking to PowerPoint slides, audio and visual presentations as well as the opportunity to engage with the service users and the informative *Timeline*.

The vast majority of the students' feedback was postive, particularly around:

- The speakers
- Understanding the history
- Challenging assumptions

There were comments about the relevance and application to nursing; suggesting that the input from a Learning Disability nurse would have been welcome.

Humanisation workshops

These workshops are facilitated by service users and carers so that students can appreciate the lived experiences of vulnerability and the impact of dehumanising care. The workshop facilitators include people:

- with an on-going mental health issue
- who are Gay, Lesbian, Bisexual or Transgender
- living with a physical disability
- living with a long term condition e.g. MS
- with drug or alcohol issues
- from BME communities
- who are homeless
- who are HIV+

Increasingly we are inviting people who work for organisations e.g. The Big Issue, Addaction, and Body Positive, to deliver the workshop alongside the service user so that the students gain some knowledge of the services that are available.
These workshops are always evaluated well by students.
Examples of student feedback include:

> *I have learnt that: - stereotypes of homelessness NEED to change in hospitals quickly. – I have a very naïve & small minded opinion. Thank you for making me change my view. – Homelessness need not be a taboo.*

Just because you look healthy doesn't mean you are not suffering from an illness – it isn't always visible.

It has taught me several language techniques and emphasised the importance of being open and good communication.

I was aware of respecting diversity and peoples origins and not make assumptions. . This session has brought more awareness and the need of duty that we have as health professionals to respect all our clients.

As the Adult Nursing curriculum is delivered on two campuses we are now running *Team Based Learning* sessions and the Simulation activity in Yeovil as well as Bournemouth. There are now a small number of service users who regularly contribute to these sessions in Yeovil.

Adult Nursing Simulation

This assessed activity involves adult nursing students undertaking an admission to hospital/assessment of a patient (PIER member) and then conducting a handover with staff from practice. Patients are given a reason for admission but come with their 'real life' medical history as well. Though not ideal, students work in groups of two or three due to the large numbers per cohort. They play the roles of 1) Assessor, 2) Mentor 3) First year student. The planning and logistics of this activity are extremely demanding, but year on year, changes have been made to enhance its smooth running.

The activity was run on two consecutive days in Bournemouth and a day later in Yeovil. 229 students undertook the assessment and handover, with 25 different service users. Feedback was gathered from students and service users. Service users were asked a number of questions including:

‘What did you most enjoy about being part of the simulation?

I enjoyed having the opportunity to give something back in some shape or form. After being in and out of hospitals for years I appreciate the service provided by nurses so in my own wee way this is my way of saying thank-you by helping with the shaping of the next generation of nurses.

From working with me the students get a more 'real' experience given that I still within the system with an ongoing health concern. I feel too that they benefit from this form of an assessment as it will give them an idea of what to expect with a patient interaction.

I particularly enjoy witnessing the freshness and enthusiastic commitment of the students.

What do you think students learnt from working with you?

I think the experience gives the students a little taste of communicating effectively with a patient in one particular setting, and might allow them to focus on obtaining the information needed in a clinical setting, while putting the patient at ease.

Hopefully that listening & communication is key, being friendly & professional & not to assume anything about your patient

Information on our specific conditions

When asked about how the activity could be improved there were comments about the different roles of the three students; particularly the observer role, which makes it difficult to assess. Also, for some, there was a lack of clarity around what was being assessed, given that the three students had different roles.

In the past, students have given mainly positive feedback; commenting on how the simulation activity helped them in further developing assessment and communication skills and building a rapport with patients.
This year we were delighted to see that one of our students, Leah Butler, had an article published in the
https://rcni.com/nursing-standard/students/nursing-studies/how-a-simulation-exercise-improved-my-communication-skills-152521
Here is an extract from her article:

How a simulation exercise improved my communication skills

The university is involved in a Public Involvement in Education and Research (PIER) partnership, where people from the community who regularly access healthcare services participate in some areas of the curriculum.

At the time, I couldn't understand how this simulation activity would enhance my skills because it felt like something I had practised during my placements. But I didn't anticipate how powerful the feedback from the PIER member, staff and my peers would be. Writing a critical reflective essay about the simulation activity and linking it to the literature, helped to close the theory-practice gap.

'This simulation allowed me to see the importance of effective communication, not just with the patient but also during handover and with colleagues'

As nurses, our aim is to facilitate a patient's ability to communicate so they can be provided with the optimum level of individualised care and support. It was interesting, therefore, to hear the PIER partner's feedback, in particular when he pointed out that he had to prompt me to explain what would happen next on his surgical journey.

Breaking barriers
Reflecting on this, I realised that my focus had been on completing the task instead of his needs. I had been unaware of the anxiety he was experiencing about his future care. I could see that this is also something I do in practice so it taught me to be mindful

This simulation allowed me to see the importance of effective communication, not just with the patient but also during handover and with colleagues. It also showed me the importance of building a trusting therapeutic relationship to put the patient at ease.

The simulation activity was a valuable part of my nurse training, and I have engaged with what the service user said and learned from the mistakes I made. In doing so, I gained confidence in my nursing practice and will continue striving to become the best nurse I can be.

- Three facilitated days with Eleanor Jack, Megan Jadzinski and Angela Warren
- Thursday for the students to prepare for their presentations or be out and about seeking resources in the community that would be useful to know and share with clients and their families.
- Assessment on the Friday is in two parts (not formally assessed/graded) .

It was a challenging week due to the content of the material and the group dynamics. However the overall feedback was positive; demonstrating good learning, a significant shift in knowledge and a commitment to transferring the learning into their future practice. Adult Nursing students consistently say that there should be more mental health content on their programme.

Children and Young People's Nursing

This year has seen a dramatic reduction in PEIR's contribution to the CYP Nursing programme. This has been largely due to the withdrawal of PIER in the admissions process, which constituted 93% of the activity in CYP nursing 2017-2018. There has also been a reduction in academic activity; the only sessions this last year being:

1. Theoretical principles - Acute illness in childhood (Facilitated by Katie Ryan and a PIER member
2. Learning Disability Theme day (lead by *Bournemouth People First;* facilitated by PIER).

Although we are aware that this programme invites a number of external speakers, we would like to see further input from PIER in the new curriculum.

Mental Health Nursing

In teaching and learning activities, this academic year has seen year 1 students attend the *Learning Disability Theme Day* with CYP students. Feedback from Mental Health Nursing students included:

> *I believe today has allowed me to see healthcare from a different perspective.*
>
> *They delivered an amazing and interesting presentation which was really eye opening regarding the lives of individuals with learning disabilities.*
>
> *It's good to know how I can support people with learning disabilities when I am in nursing practice*

Once again, year two students have benefitted from a three hour session on Gender Identity Dysphoria. This has been delivered by two service users and an NHS professional, who works in the area of sexual health. The response from students was very positive.

Along with participation in teaching and learning activities; PIER partnership welcomes opportunities to contribute to student assessment. This has been a requirement in the former NMC Standards for Education and remains in the new standards. For the second year, there has been service user representation on the assessment of group role plays at the end of the *Value base of Mental Health Nursing* unit.

As with all the NMC programmes, the PIER partnership are no longer involved in the admissions process for Mental Health Nursing but this year, have worked alongside

academics to develop new educational activities, significantly increasing involvement across the three year programme. The table below shows the new activity for the last academic year.

Level	Unit of learning	Activity
4	Mental Health, Wellbeing and Humanised Care in Later Life	Input from carer on supporting families, experiences of services and aims for living well
5	Physical care in mental health settings	4 sessions with different service users with experience of living with: 1. Seizures 2. asthma 3. Psychiatric drugs 4. Gastrointestinal disorders
6	Supporting Recovery	3 sessions (pre-placement) Service user working with small groups of students around the areas of relationships that support recovery; Personal plans; supporting well-being.
CPD	Foundations of Mental Health	Assessing students' presentations
CPD	Mental Health in non-mental health settings	Assessing students' presentations
CPD	Physical health in mental health	Physical health assessments

Midwifery

Once again the students have benefitted (on both campuses) from a very powerful and informative session, led by a Father sharing his experience of still birth, as part of the *Grief and Loss day*. Students are asked to say how they will apply what they have learnt in their future practice. Examples include:

Listening to M's story about his daughter was inspiring. His account is still as raw as 9 years on and it is good for student midwives to hear and reinstate the need for continuity, good communication and compassionate care when dealing with loss.

How words/actions can affect others and although not meant to be harmful, can be perceived as not useful. Always watch how we speak/act/approach situations carefully and sensitively.

In Portsmouth we now work with a group of women from the 'Positive Birth Movement' (PBM) group who delivered the session: 'The existence and importance of user groups and how they inform maternity services delivery' within the *Caseloading Practice* Unit. Feedback for this session was very encouraging. Below is a small sample of student responses:

As 'service users' for midwifery are a transient group, there is a need to engage with local groups in both the east and the west in order to better represent the voice of women in the curriculum. Initial contact has been made with a PBM group in the Bournemouth/Poole area to work with students in the 2019-20 academic year.

Stats for Involvement in NMC regulated programmes

Comparison of academic years 2017-18 (shaded) & 2018-19

	Sessions		Hours		No. of SU/C bookings		Feedback	
Adult Nursing								
Interviews	0	4	0	69.5	0	20		
AN year 1	7	6	107.5	85	39	43	430	369
AN year 2	12	10	299.75	408.5	149	103	363	704
Mental Health Nursing								
Interviews	0	15	0	108.75	0	27		
MHN year 1	5	1	25.25	10	6	2	29	27
MHN year 2	4	3	15.5	15.75	10	3	108	0
MHN year 3	3	0	22	0	11	0	0	0
Children/Young peoples' nursing								
CYP Interviews	0	11	0	129.5	0	28		
CYP 1	1	3	4	8	2	4	0	49
CYP 2	1	2	2.25	2.5	1	2	23	38
Midwifery								
Mid 1	2	1	3	3	2	2		23
Mid 2	2	2	10.5	4	7	2		
CPD programmes								
	3	0	11.5	0	3	0		
Preparation sessions								
	6		44.75					

Involvement in HCPC regulated programmes – Peter Atkins

Social Work

	Comparison of Social Work Academic Activity Sept 17 – Aug 18 and Sep 18 – Aug 19												
	Year 1				Year 2				Year 3		Step up	Total	
	17/18		18/19		17/18		18/19		17/18	18/19	18/19	17/18	18/19
	MA	BA	MA	BA	MA	BA	MA	BA	BA	BA			
Sessions	5	4	13	7	3	9	6	10	3	8	1(2)	26	45
Hours	47	35.25	52.75	46.5	5.25	18.25	11	16.5	8.75	16.5	5(11.25)	125.75	148.25
Group members	15	14	27	17	5	10	6	10	3	10	2 (6)	53	71
Student feedback	46	79	54	136	0	41	0	67	0	43	8(11)	177	308

The main areas of involvement in the Social Work BA programme this year are:

- BA Year 1 – 8.11.18 IPL Year 1Integrated Care Day x4 Teresa Burdett *
- BA Year 1 – 26.11.18 Role play Breaking bad news x6 Fiona Cusack
- BA Year 1 – 27.11.18 Law and Social Policy x1 Richard Murphy
- BA Year 1 – 27.11.18 Law and Social Policy x2 Richard Murphy
- BA Year 1 – 3.12.18 Role play feedback x6 Fiona Cusack
- BA Year 1 – 18.3.19 Brain Injury x1 Sally Lee *
- BA Year 1 - 1.4.19 SW with Adults X1 Sally Lee *
- BA Year 2 – 13.11.18 Portfolio reading x1 Ros Dray
- BA Year 2 – 16.11.18 Portfolio panel x1 Mel Hughes
- BA Year 2 – 12.2.19 Portfolio reading x1 Fiona Cusack
- BA Year 2 – 15.2.19 Portfolio panel x1 Mel Hughes
- BA Year 2 – 15.3.19 Values, Ethics and Ideology x1 Sally Lee
- BA Year 2 – 22.3.19 Values, Ethics and Ideology x1 Sally Lee
- BA Year 2 – 25.3.19 Psychosocial Perspectives Across the Life Cycle x1 Margarete Parrish*
- BA Year 2 – 28.3.19 Portfolio reading x1 Fiona Cusack
- BA Year 2 – 29.3.19 Portfolio panel x1 Fiona Cusack
- BA Year 2 – 8.8.19 Presentation x1 Ros Dray

- BA Year 3 – 12.11.18 Mental Health and Substance Use x3 Ros Dray *
- BA Year 3 – 4.6.19 Presentations x1 Ros Dray
- BA Year 3 – 6.6.19 Presentations x1 Ros Dray
- BA Year 3 – 7.6.19 Presentations x1 Ros Dray
- BA Year 3 – 26.6.19 Portfolio reading x1 Fiona Cusack
- BA Year 3 – 27.6.19 Presentation x1 Ros Dray
- BA Year 3 – 28.6.19 Portfolio panel x1 Mel Hughes
- BA Year 3 – 24.7.19 Presentation x1 Ros Dray

* denotes a new activity for this year

Some examples of BA student feedback and BU PIER members' feedback for this year:

SW BA Year one – SW with Adults Brain Injury 18.3.19

Having one of the BU PIER members living with a brain injury attend the session and tell the student's their story. Students would benefit from knowing the individual's experience of services, their expectations and wishes. Any conflicts arising from their experiences would be useful to know about too.

What the students learnt from this session that they will take into their future practice

Thank you very much Will for coming and sharing your experience with us. It is extremely helpful to me, I will take this through my career and you truly are an inspiration

I gained an understanding of how people cope with living with a brain injury and how this effect's their family

What the BU PIER member said about the students

Very polite and respectful and did not push it too far but equally curious

SW BA Year one – SW with Adults Cerebral Palsy 1.4.19

For the BU PIER member to attend the session for two hours to discuss her experience of receiving social work services and the insights she has gained through her being and expert by experience. She and I will have a conversation during which I will ask her some questions which I will share with her in advance and give the students the opportunity to ask questions.

What the students learnt from this session that they will take into their future practice

I learnt a lot about CP and how it affects Sophie. I also learnt that residential care can be a positive thing and help individuals to thrive

I learnt more about domains, eligibility and the checklist so when I go into practice I will understand why a professional is filling out a form

What the BU PIER member said about the students

They were welcoming and friendly, they benefited from seeing by profile prior to the session, very passionate

Student audio feedback

1 Apr 2019 at 12.12.25.mp4

SW BA Year two - 22.3.19 Values, Ethics and Ideology

A BU PIER member will join us and share their experiences of receiving social work services. The focus is on what inclusion and partnership approaches mean for ethical social work practice and what this feels like from the perspective of users of services.

What the students learnt from this session that they will take into their future practice

Thank you for telling your story. I feel that you are extremely strong and a passionate person. I also have a son with special needs and I understand a lot of what you feel, mine is still early days though. You helped me not only for SW practice but personally and I am going to write a strategy document for my son too now

Take into account the differences across the counties and how this will impact my practice and S/U experience and involvement

What the BU PIER member said about the students

Nice group, enthusiastic and very welcoming

Shy at first, then attentive, engaged and responsive

22 Mar 2019 at 12.53.50.mp4

Student audio feedback

22 Mar 2019 at 12.29.51.mp4

BU PIER member audio feedback

SW BA Year three - 12.11.18 Mental Health and Substance Use

I would like to structure the overall session around one of the reflective models we use in practice learning – the "what, so what, now what" Borton model so it helps enable the students to link to their learning over the unit and how they are going to incorporate the knowledge from their conversations to inform their practice / knowledge / values.

Plan:

1. Small seminar group discussions, 20-25 minutes each approx, facilitated by the person with lived experience. To enable students to understand their experience regarding mental health and/ or substance use conditions - understanding the challenges and positives, and what has been important to them in their journey of recovery, or in supporting as a carer / experiences of the 'system' – what can help / what is frustrating and how can we find ways to do things differently. If people have had experiences / contact with statutory services, specifically around social work interventions that would be interesting for the students to understand and reflect on key messages.

   I would like the person to work with the small group and for there to be opportunity for informal discussion and questions. If students could have a brief pen picture / short profile of the person in advance I can ask them to consider questions they would like to ask. The small groups would be around 8 (there are approx. 24 student in this group) students and I would like for every student to have the opportunity to speak with each facilitator by rotating the groups (am happy to look at the best format for contributors in terms of pacing)

2. Second part of session - The aim is to get them to draw together themes from the unit so far (this will help link to their assignment) and link them to the lived experiences they have heard in the session; being able to generalise the principles to work with other service users and carers effectively. By working in their small groups to produce a poster which they can present to the wider group by the end of the session. The focus of the poster will be to reflect on either the issues involved in being a carer or a service user and link this to the lived experiences they have heard and how this may influence their practice. The PIER members would be asked to help join in wider discussion when the students present back their ideas to the wider group.

Ideally, I would like to invite three participants; people with experience of a mental health and / or substance use condition, and someone who cares for a person with a condition as above. To give an idea of the types of conditions we will have looked at in the lectures - memory associated conditions (dementia), psychosis, depression, personality disorder, substance use, mood disorder and disorders effecting young people. We have considered both service user and carer perspectives.

What the students learnt from this session that they will take into their future practice

How affected family/carers could potentially be, so important to remember that, when practicing

Stereotype of drug users – thought I was open minded but realised I was still surprised that she had been affected

12 Nov 2018 at 16.56.15.mp4

Student audio feedback

12 Nov 2018 at 16.53.16.mp4

BU PIER member audio feedback

In the BA Year one we had a good mix of contact with BU PIER members and introduced three new sessions on Brain Injury, SW with Adults Cerebral Palsy and IPL with engagement with Adult Nursing, CYP Nursing, Physio, OT and Midwifery on this activity as well, where we provided information stands from Wessex Cancer Trust, Body Positive and Bournemouth Drug and Alcohol team.

We completed seven academic sessions compared to four the previous year

In the BA Year two we again had a good mix of BU PIER members and introduced one new session in Psychosocial Perspectives across the Life Cycle.
We completed nine Academic sessions compared to nine the previous year.

In BA Year three we have had one new activity which was face to face in Mental Health and Substance Use involving three BU PIER members and have also supported three Presentation sessions

We completed six Academic sessions compared to three the previous year.

The main areas of involvement in the Social Work MA programme are:

- MA Year 1 – 27.11.18 Later life/End of life x1 Margarete Parrish *
- MA Year 1 – 29.11.18 Role play breaking bad news x5 Fiona Cusack
- MA Year 1 – 5.12.18 Role play breaking bad news x1 Fiona Cusack
- MA Year 1 – 6.12.18 Role play feedback x5 Fiona Cusack
- MA Year 1 – 5.3.19 MH and Substance Use x4 Ros Dray
- MA Year 1 – 26.3.19 Law & SP X4 Louise Oliver *
- MA Year 1 – 28.3.19 Portfolio reading x1 Fiona Cusack
- MA Year 1 – 29.3.19 Portfolio panel mtg x1 Mel Hughes
- MA Year 1 – 29.5.19 Presentations x1 Mel Hughes

- MA Year 1 – 30.5.19 Presentations x1 Mel Hughes
- MA Year 2 – 13.11.18 Portfolio reading x1 Ros Dray
- MA Year 2 – 16.11.18 Portfolio panel x1 Mel Hughes
- MA Year 2 – 8.1.19 Presentations x1 Ros Dray
- MA Year 2 – 10.1.19 Presentations x1 Ros Dray
- MA Year 2 – 12.2.19 Portfolio reading x1 Fiona Cusack
- MA Year 2 – 15.2.19 Portfolio panel x1 Mel Hughes
- MA Year 1 – 13.6.19 Presentations x1 Ros Dray
- MA Year 1 – 26.6.19 Portfolio reading x1 Fiona Cusack
- MA Year 1 – 28. 6.19 Portfolio panel x1 Mel Hughes

*denotes a new activity for this year

SW MA 1 – Mental Health and Substance Use 3.3.19

The aim of the session - Students to be split into groups and allocated to work with a service user/carer. Aim is to produce a ten minute poster presentation with their facilitator – based on the group conversations

1. Introduce the facilitator to the wider group
2. Convey understanding of their condition or experience and how it affects their life.
3. Think about their recovery journey and what has been instrumental

Purpose: To enable students to understand the person's experience regarding mental health and/ or substance use conditions - understanding the implications (challenges and positives) and finally what has been important to them in their journey of recovery, or in supporting as a carer / experiences of the 'system' – e.g. what can help / what is frustrating and how can we find ways to do things differently. If participants have had experiences / contact with statutory services, specifically around social work interventions it would be interesting for the students to understand and reflect on key messages.

The purpose of the session was to enable students to understand the lived experiences of service users and carers in relation to mental health and substance use. This could be in terms of the experience of having a condition, or caring for someone with a mental health condition or substance use issue.

What the students learnt from this session that they will take into their future practice

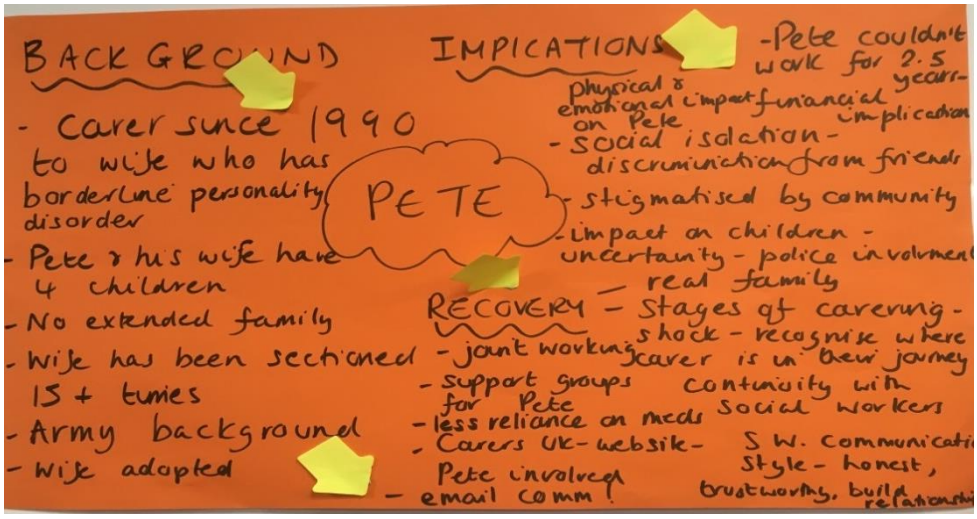
Thank you for being so open, for someone who knows very little about drugs this was a vital conversation

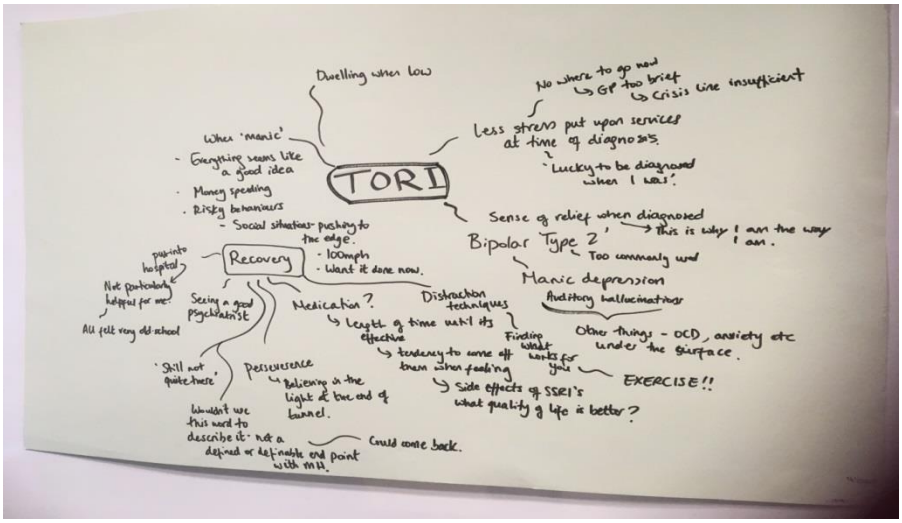
Learnt so much about MH both for the person and their families and the implications of MH. Has given me insight in how to be sensitive towards S/U and their needs

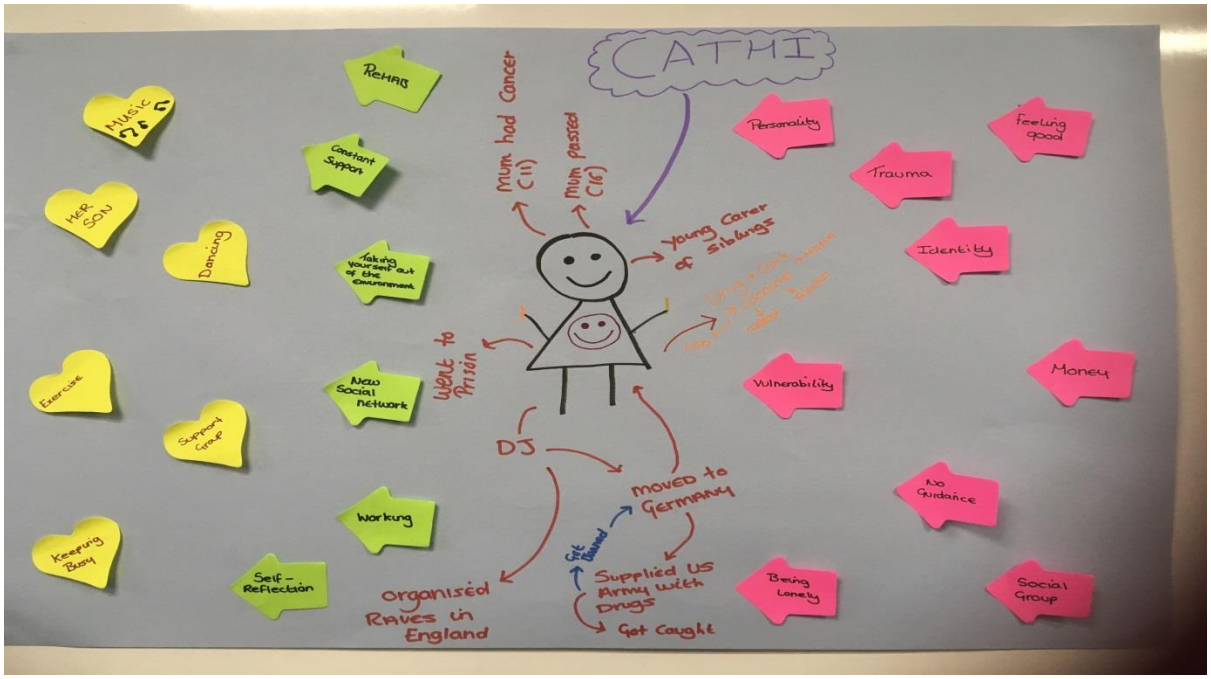
What the BU PIER member said about the session:

Felt very elated at the end of the session. Some interesting topics and everyone interacted really well. Thoroughly enjoyed it.

Posters produced by the students:







Audio feedback from students

5 Mar 2019 at 17.04.41.mp4

Feedback from the session from *Rosslyn Dray lead Academic SW* - The format of the session enabled students to have in depth and interactive conversations with a PIER member about their life experiences. This was shared within the wider group via a co-produced poster, creating opportunity for meaningful discussion on themes such as the impact of taking medication on quality of life, how seemingly small decisions can have a massive impact on carers and service users, and what 'recovery' means.

Students approached the session with respectful curiosity about the PIER members experiences and it created a really interesting learning environment with a focus on discussion, reflection and learning. The PIER members were really open and honest about their experiences which stretched the students' perceptions, and gave a very human perspective to understanding mental health and substance use.

In MA Year one we have completed 13 sessions compared to five the previous year and two new session were introduced in Later life/End of life and Law & Social Policy.

In MA Year two we have completed six sessions this year compared to three sessions last year with no new sessions being added. All of our sessions have been in Presentations and Portfolio reading therefore I do think we could have more face to face sessions with the students to widen the variety of BU PIER members meeting them

and get both written/audio feedback on this contact from the students as well as the BU PIER members.

SW Step Up

The main areas of involvement in the Social Work Step Up programme are:
Assessments – 19.2.19 x2 Stefan Kleipoedszus *

* denotes new activity

The purpose of this session was to:

- Get an understanding of the principles underpinning effective and accurate assessment and intervention skills in the context of anti-oppressive social work, values and diversity.
- Get an awareness of the range of approaches, including interventions and skills, employed to engage creatively and effectively with individuals, families, groups and communities.
- Get an understanding of the factors and processes associated with inter-professional and interagency collaboration in a range of contexts and organisations

I would like the carers to provide feedback to the students about their experience and with ideas as to how this could be improved.

What the students learnt from this session that they will take into their future practice

I felt both Carers were very helpful and informative. They had different needs and cultural identities thus allowing a broader sense of what they feel benefits them.

Carers perspective and feedback is invaluable, don't usually get such a candid view.

What the BU PIER member said about the students

I felt happy to have contributed to such an innovative and effective model of teaching students to be more aware of the impact of their communications with S/U.

Students' audio feedback

19 Feb 2019 at 11.45.46.mp4

19 Feb 2019 at 11.43.27.mp4

Feedback from Unit Leader (Stefan Kleipoedszus):

This was a newly developed idea aimed at giving students the possibility to practice their skills with people who have lived experience. The session went much further than anticipated and provided a great opportunity for the students to get immediate feedback on their practice and learn more about assessment strategies. The PIER partners were fantastic, sharing their personal experience and really challenging the students. Best of all is that this session provided a lot of opportunities for learning in the sessions following on from that.

In SW Step Up we introduced this new session on assessments this year.

Social Work Practice Education Learning Partnership (PELP)
The main areas of involvement in the Social Work PELP is:

10.7.19 - Workshops with BU PIER members to explore how SU experience can be used in the students' assessment process more holistically x5 Tilia Lenz

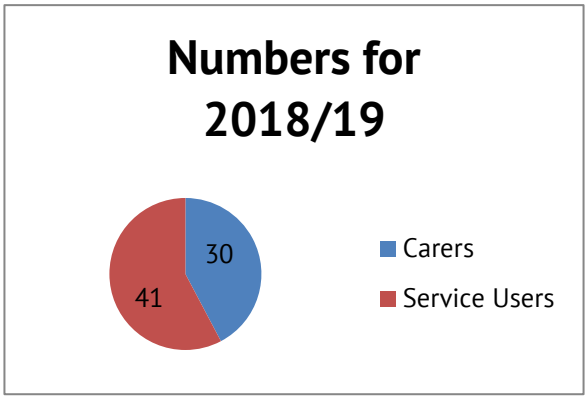
BU PIER members' feedback on session:

- The workshop I was involved in was really good. I was asked to introduce myself and that resulted in a few questions. That was a good start and enabled me to feel part of the group. I was able to ask a few questions back which made the participants think about their practice. One example was, 'How do you select a client for a student to be observed with? What consideration do you

give to the situation and whether the client will be able to give useful feedback?' They admitted they should do all that but didn't always, and then went on to discuss the importance of flexibility if the plan did not work. Another question I asked was how they differentiated their communication for someone less able to give feedback? That led to thoughts about children, people with dementia etc. So a good session which they said was enhanced by having a PIER member to bounce ideas with.

- The only thing I can specifically think of is that we didn't have chance/ time to chat with the SW/ practice educators after the group session, there were quite a few that wanted to talk or ask added questions but wasn't able to as they were off to the next talk.
  Other than that was a great opportunity & privilege to be part of this event.

In total this year the Social Work team has engaged with the following numbers of Carers and Service Users in Academic activities from the BU PIER Partnership and they consisted of 40 female and 31 male BU PIER members.
And we have engaged with 8 members of the Academic team.



SW Interviews

Listed below are the number of sessions, hours, group members and applicants we have been involved with in both BA and MA Social Work interviews this current year. We were involved in two Interview days on the 15.12.18 and 19.1.19, which were organised prior to the decision to shift the focus to education and research activity.
Richard Williams reflections on the BU PIER members involvement:
The collaboration between BU PIER members and academics in the interview process for social work was considered by those involved to be of the highest standard. This judgement has since been mirrored the reflections of the social work academics since removing the PIER Partners from the process.

Comparison of Social Work Interviews							
Sep17 - Aug18 and Sep18 - Aug 19			Small Int	Small Int	Intl Int	Intl Int	Total
	18/19	17/18	18/19	17/18	18/19	17/18	
Sessions	2	6	0	10	0	6	2 (22)
MA	7	24	0	6	0	6	7(36)
BA	48	69	0	8	0	1	48(78)
Hours	51.75	123.25	0	13.75	0	7.25	51.75(144.25)
Group members	10	32	0	10	0	6	10 (48)

*Blue denotes 2017/18

Some examples of feedback from the applicants which were handed in on their feedback forms on the day of their interviews (collated and feedback to the admissions team):

- 15.12.18 - I really enjoyed how we had the 3 different ways to express ourselves and how we can also learn while at the interview
- 15.12.18 - I enjoyed every part of the day, was treated really well and put my nerves at ease
- 19.1.19 - Really amazing day
- 19.1.19 - It ran smoothly and gave me an opportunity to get myself across

Some examples of the feedback on the interviews from the BU PIER members:

- 15.12.18 – Overall, the day was again well organised. Good venue - if a little chilly! The questions in the interview give applicants a good opportunity to cover a wide range of knowledge and values.
- 15.12.18 – On Saturday things were well organised with time at the start for Sally and myself to look at each candidate and plan who would ask what question.
- 19.1.19 – I enjoyed the interviewing at BU today. It was really good getting involved with the group session - I'd missed that extra dimension at other recent interview days. The discussions that Stefan and I experienced with the students were slightly more informal than is sometimes the case and I believe we got more from them. I'll miss my involvement in this area in the future. I have found these days rewarding.
- 19.1.19 – Sadly our last interview involvement today. The interview day was well organised as always, ran smoothly and to time.

All programs must meet the regulators' approval. The regulators are the Health and Care Professions Council (HCPC) and the Quality Assurance Agency for Higher Education (QAA)

Occupational Therapy

Number of sessions, hours, group members and student feedback forms completed for this 12 month academic year for each year group:

Comparison of Occupational Therapy Academic Activity Sept 18 – Aug 19 and Sept 17 – Aug 18								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18
Sessions	7	5	2	2	0	0	9	7
Hours	38.5	65.75	3	4	0	0	41.50	69.75
Group members	19	20	4	4	0	0	23	24
Student feedback	113	107	60	40	0	0	173	147

The main areas of involvement in the Occupational Therapy programme this year are:

27.9.18 – OT1 & Physio1 Skills for Therapy Practice Communication x4 Helen Ribchester
8.11.18 – OT1 IPL Year 1 x4 Integrated Care Day Teresa Burdett *
8.11.18 – OT2 OT in Action 2 Cancer x1 Juliette Truman
15.11.18 – OT2 OT in Action 2 Disability x3 Juliette Truman
4.12.18 – OT1 Portfolio 1 x2 Andrea Hasselbush
6.12.18 – OT1&Physio1 Skills for Therapy Practice x1 Rachel Bewes *
6.12.18 – OT1&Physio1 Skills for Therapy Practice x1 Rachel Bewes *
15.1.19 – OT1 & Physio1 Skills for Therapy Practice x7 Rachel Bewes
28.3.19 – OT1 OT in Action 1 MS x4 Andrea Hasselbush

* denotes new activity

OT Year 1

6.12.18 – OT1 Skills for Therapy Practice

The aim of the session was for Service users/carers with experience of working in education, to be part of the formative teaching session in preparation for the

assessment for the Skills for Therapy practice Unit. This will involve taking the role of someone being asked questions about their current 'situation' (can be real or fictitious depending on what the person would prefer!) in a health or social care setting. It is practice for student to improve communication skills, gather information, record it accurately, show professional skills such as asking how the person would like to be addressed, gaining consent and build rapport etc. This session is formative. One student will attempt to lead the interview and approximately 10 other students will observe the conversation. The session will be facilitated by a lecturer. If difficult questions arise, areas students are unsure of or problems with body language etc., then the conversation will be stopped whilst the students, lecturer and service user have a discussion about how best to proceed.

What the students learnt from this session that they will take into their future practice

Very helpful preparation for placements and our upcoming exam

Peter allowed us to examine, brilliant practice assessments and I now feel more comfortable for my exam assessment in January. I learnt SOLER language and what questions to ask

6 Dec 2018 at 12.20.25.mp4

6 Dec 2018 at 12.23.13.mp4

Students' audio feedback

6 Dec 2018 at 12.25.29.mp4

BU PIER member's audio feedback

Feedback from the session from *Rachel Bewes lead Academic Physiotherapy* - The session provides students with an opportunity to practice their communication skills within a safe and supportive environment. Students often have opportunities to communicate with other people who are often also 'good communicators'. This helps students to develop communication skills. This session encouraged service users to provide students the opportunity to work on developing their communication skills with people who may be are less willing to offer information or find communication difficult. Service users were encouraged to be 'difficult', for example, by providing short answers

or avoiding questions, to allow students to experience communicating with people who are less willing to share personal information or who find communication difficult. Students were offered this experience in a safe and supportive environment which allowed them to stop the session 'time out' and ask the service users, lecturers and fellow students for help or suggestions with how to proceed. This session was extremely successful in helping students develop essential skills for the work-place and to develop the skills required for their assessment. The session was made successful by the excellent contribution from the service users involved. Thank you.

OT Year two

15.11.18 – OT2 OT in Action Disability

We would like students to;

- To develop appreciation of disability from the perspective of disabled people.

- To explore the diversity within **disability orientation**, to see how it affects people's **identity** and actions by understanding different individual's:
    - **experience** of living with disability
    - perceptions of the **meaning** of being disabled

- To find out about how people are engaging in **disability activism** and what barriers and enablers people face or have experienced: socially, politically, economically and institutionally.

- To explore how occupational therapist can work in **partnership** with disabled people to confront barriers to disabled people's **occupational engagement** (enabling people to do the things that matter to them**) and social inclusion.**

The vision for this 1.5 hour session would be that if possible students would have the opportunity to listen to a service user +/- carer who has a form of learning disability and gain an invaluable insight into the barriers/enablers that the individual encounters with their disability in day to day living. It is hoped that through this session students will develop an insight, and use this to shape their future practice within a role as an Occupational Therapist. The structure of the session could be discussed and altered according to the abilities or needs of the person who is visiting.

What the students learnt from this session that they will take into their future practice

Excellent insight from Sue as a mother and carer of Toby. I have learnt so much from the session of how a disability can affect the whole family.

To account for a person as a whole – considering all elements and not just the current problem

Su

15 Nov 2018 at 10.31.22.mp4

15 Nov 2018 at 10.33.34.mp4

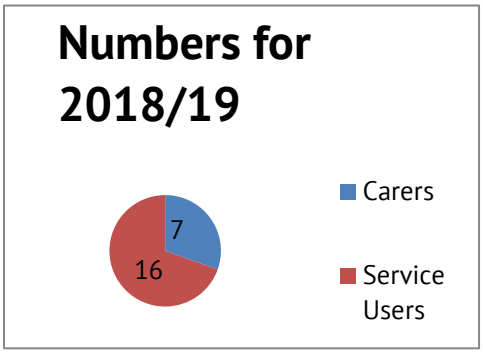
BU PIER member's audio feedback

15 Nov 2018 at 09.47.06.mp4 *

In total this year in OT Year one, we have completed seven sessions compared with five for the previous year. This has included three new sessions in IPL as well as Skills for Therapy Practice.

In total this year in OT Year two we have completed two sessions which is the same as last year.

In OT Year three we have not delivered any sessions which is something I want to remedy with the team in the coming year.



In total this year the OT team has engaged with the following numbers of Carers and Service Users in Academic activities from the BU PIER Partnership 13 female and 10 male BU PIER members

We have engaged with four members of the Academic team in the 12 month period.

Physiotherapy

Number of sessions, hours, group members and student feedback forms completed for this 12 month Academic period for each year group:

Comparison of Physiotherapy Academic Activity Sept 18 – Aug 19 and Sept 17 – Aug 18								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18
Sessions	6	3	5	3	1	0	12	6
Hours	27.25	52.25	8	7	1	0	36.25	59.25
Group members	14	12	5	3	1	0	20	15
Student feedback	109	65	85	51	0	0	194	116

The main areas of involvement in the physiotherapy programme this year are:

25.9.18 – Physio2 Brain Injury x1 Louise Fazakarley
27.9.18 – Physio1/OT1 Skills for Therapy Communication x4 Helen Ribchester
2.10.18 – Physio2 Brain Injury x1 Louise Fazakarley
8.11.18 – Physio2 Parkinson's x1 Louise Fazakarley
8.11.18 – Physio1 IPL Year 1 x4 Integrated Care Day Teresa Burdett *
19.11.18 – Physio2 Acute Rehab x1 Katey Collins *
4.12.18 – Physio2 Brain Injury x1 Louise Fazakarley *
6.12.18 – Physio1/OT1 Skills for Therapy Practice x1 Rachael Bewes *
6.12.18 - Physio1/OT1 Skills for Therapy Practice x1 Rachael Bewes *
8.1.19 – Physio3 MS Case study x1 Louise Fazakarley *
15.1.19 – Physio1/OT1 Skills for Therapy Practice x7 Rachael Bewes
7.3.19 – Physio1 Stomas x1 Katey Collins

* denotes new activity

Physio Year year 7.3.19 Physiotherapy management of the in-patient Stomas

The students are learning about the assessment and treatment of patients in the hospital. It would be beneficial for the students to hear from a patient about their experience so they can improve their assessment and treatment skills as well as understanding from the patient perspective.

I would like a service user to share with the first year physiotherapy students about their hospital experience and what it is like to live with a chronic disease.

What the students learnt from this session that they will take into their future practice

That you should not base treatment on age or how someone looks. How being able to do things is taken for granted by healthy people.

My main point to take away is as a physio student to ask questions around patient's goals. Patient centred care would have helped Rachel during her stay in hospital and this is something I want to take into future practice

What the BU PIER member said about the students

They enjoyed the session/asked lots of questions

Feedback from the session from Katey Collins lead Academic Physiotherapy - The session went really well. The students learned a lot from Rachel about patient centred care and the importance of not making per-judgements about patients based on their age or how they may 'look' to someone.

Physio Year two 25.9.18 Brain Injury

Person with traumatic brain injury to talk about patient centred care and explain his process through the stages of rehabilitation

After the session the students will understand

- About living with a traumatic brain injury and the ways that Will has overcome obstacles
- About the role of rehabilitation and the Physiotherapist for treating and supporting a person with a brain injury
- About the current difficulties Will has and how is has worked out ways to overcome

The assessment for people with a long term condition to help the students to understand more about individualised care and specific patient needs

What the students learnt from this session that they will take into their future practice

I learnt a lot about the process of community rehab and the effect of Will's stroke. I also found it interesting to see the equipment Will used to help his hand.

Thank you for being so open with your condition. Have learnt so much and will be researching more.

Students' audio feedback

25 Sep 2018 at 16.56.04.mp4

25 Sep 2018 at 16.53.12.mp4

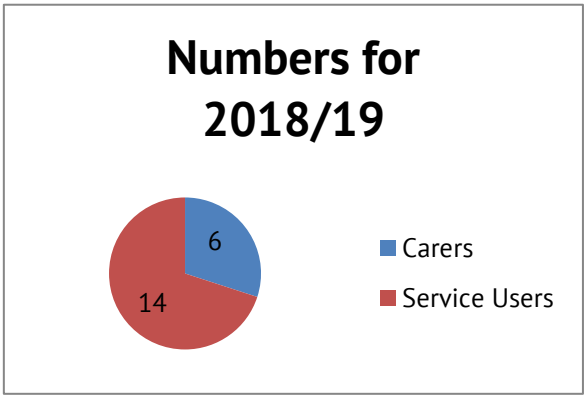
Feedback from the session from Louise Fazakarley lead Academic Physiotherapy - *As a* lecturer there are some concepts and symptoms that are hard to explain to students and therefore bringing in a service user can be extremely beneficial. This service user had experienced many challenges and had found ways to overcome them. He was able to speak openly and honestly about his memory problems and some of the other invisible symptoms that he experienced. At times he was very emotional (another symptom related to the brain injury) but he was able to explain to the students why this happens. The students talked about the meeting with Will throughout the unit so the impact continued for long after the session.

In Physio year one we have done six sessions this year compared with three last year and have introduced three new sessions.

In Physio year two we have done five sessions this year compared with three last year and have introduced two new sessions.

In Physio Year three we have done one new session on a case study on MS this year

We have engaged with nine female and 11 male BU PIER members



We have engaged with five members of the Academic team in this 12 month period.

Operating Department Practice (ODP)

Comparison of ODP Academic Activity Sep18 - Aug19 & Sep17 - Aug18						
	Year 1	Year 1	Year 2	Year 2	Total	Total
	18/19	17/18	18/19	17/18	18/19	17/18
Sessions	0	0	1	2	1	2
Hours	0	0	4	4	4	4
Members	0	0	2	3	2	3
Student feedback	0	0	27	39	27	39

The main areas of involvement in the ODP programme are:

7.11.18 – ODP2 Developing Perioperative Practice x2 Debora Almeida

**Denotes new activity*

***7.11.18* – ODP2 Developing Perioperative Practice**

A group activity for the 2nd year ODP students where they will be able to speak to people with life limiting illness (brain injury and MS) which affects their daily lives.

The idea is to hear the person's story (ies) and ask questions with regards to their daily lives and hospital admissions if any. A discussion would then be initiated on how the students/practitioners could facilitate a more centred/individualised care when in practice.

Two service users with different backgrounds and the class were divided in two groups of 16 students.

45 minutes each group including a 20 minutes talk from service user followed by questions and discussions. Swap groups with 15 minutes break between the sessions (10am to 10:45 group 1 and service user 1/ group 2 and service user 2 – 11am to 11:45 group 1 and service user 2/ group 2 and service user 1).

- Enable the students to reflect on their practice from a perspective beyond professional knowledge, challenging their stereotypes/assumptions of service users;
- Help the students to see and respect diversity, improving their communication skills and empathy;
- Help the students to develop their own professional identity, determining their actions and clinical judgement in relation to individualised care

What the students learnt from this session that they will take into their future practice

An insight into MS and an appreciation of how debilitating tiredness can be and the impact this can have on mood and personality and emotion in each 24 hour period

He has inspired me to research more brain injury and ways to help S/U and ways to adapt

What the BU PIER member said about the students

I thought the sessions went well. The first group were interactive and asked more questions. I think I was slightly more tired with the 2nd group but they did not ask as many questions.

It was also nice of them to ask me the specific question about how my brain injury affects me in the everyday 'day-to-day life' because as a couple of them commented it helps to humanise a condition so they can see it in a practical sense rather than just reading about it in a text book.

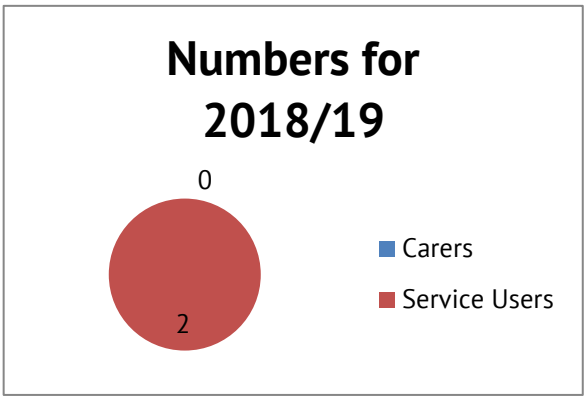
Feedback from the session from *Debora* Almeida *lead Academic ODP* - The sessions met the learning outcomes by enabling the students to reflect on their pre-assumptions or expectations in comparison to the person's perspective of their condition outside of the clinical environment. This exercise provided the students with a chance to challenge their clinical decisions based only on theoretical knowledge to provide a broader, more holistic, individualised care.

The feedback from students was very positive and this session will be maintained in the programme.

We have engaged with Year two for one session this year which has developed from the previous session last year and will be developing more sessions with both Year one and Year two this coming year and we will be increasing the variety of BU PIER members the students engage with in the coming year.

We have engaged with two male service users this year.

We have engaged with one member of the Academic team in the 12 month period.



ODP Interviews

It has been decided that we are to withdraw from interviews from this year and to focus on Academic activities as well as research.

To that end I met up with Debora Almeida to discuss how we could help in the process this year and forwarded two videos from our resources page on our website that could be used in the interviewing process. They were the Older Male Carers video and Crohn's.

https://www.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/public-involvement-education-research/our-resources/carers

https://www.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/public-involvement-education-research/our-resources/long-term-health-conditions

Debora Almeida comments

The ODP team discussed the use of the material and agreed that the Crohn's video would enhance our group activity during the interview process. Added to that, we have asked some service users to design questions related to the short film, so that, the academics would be able to ask those specific questions during the group activity.

This strategy was very successful and the feedback from practice colleagues, the academic team and applicants was positive. We understand that, using the video and the service users' questions as the foundation for the group work, closes the gap between practitioners, academics and patients' expectations of applicants' suitability for the ODP role.

Paramedic Science

Comparison of Paramedic Science Academic Activity Sep 18 – Aug 19 and Sep17 – Aug18								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year3	Total	Total
	2018/19	20117/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18
Sessions	6	7	0	0	0	0	6	7
Hours	52.25	51.75	0	0	0	0	52.25	51.75
Group members	17	13	0	0	0	0	17	13
Student feedback	203	128	0	0	0	0	203	128

The main areas of involvement in the Paramedic Science programme this year are:

7.11.18 – PS Year 1 IPL Year 1 x4 Integrated Care Day Teresa Burdett *

26.11.18 – PS Year 1 Fundamentals of Acute Care Communication Brain Injury/Homelessness x3 Adam Bancroft

27.11.18 – PS Year 1 Fundamentals of Acute Care Communication Cerebral Palsy/Drug Alcohol x2 Adam Bancroft

17.1.19 – PS Year 1 OSCE X4 Adam Bancroft and Christoph Schroth

18.1.19 – PS Year 1 OSCE X4 Adam Bancroft and Christoph Schroth

3.7.19 – PS Year 1 Portfolio 1 Mental Health x2 Iain Darby *

* denotes new activity

26.11.18 – PS Year one Fundamentals of Acute Care Communication Brain Injury/Homelessness

This will be a communications talk so each of the guests will talk about their experience and their interactions of the health services both pre-hospitably and elsewhere allowing for a Q&A afterwards form the class. It will follow the same format of previous years

What the students learnt from this session that they will take into their future practice

So inspiring, Will has so much determination and has really helped me to understand what it's like to experience a life changing brain injury. He has really opened my eyes up to the amount of life changing impacts it has on someone.

It's very hard for homeless to get access to healthcare, so paramedics can often be the first point of contact

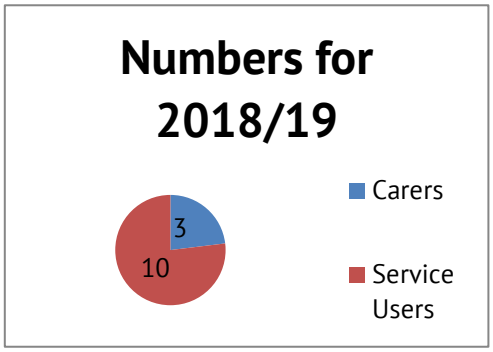
Feedback from the session from *Adam Bancroft lead Academic Paramedic Science* - These BU PIER sessions are invaluable learning experiences for our Paramedic Science students and I have enjoyed and learnt from these sessions as much as the students have, as these remarkable people tells us their stories and how they have interacted with the healthcare system and the challenges that they have and are currently facing, to get the support the help they need. Look forward to introducing our new students to the team in the coming academic year.

PS Year one has had some good engagement this year with two new sessions introduced in IPL and Portfolio one Mental Health .

PS Year two and three had no engagement this year and I need to discuss ways we could develop this next year with the team as this was highlighted the previous year as well.

We have engaged with six female and seven male BU PIER members

We have engaged with three members of the Academic team in this 12 month period.



Sociology & Social Policy

Number of sessions, hours, group members and student feedback forms completed for this 12 month Academic period for each year group:

Comparison of Sociology & Social Policy Academic Activity Sep 18 – Aug 19 and Sep 17 – Aug 18						
	Year 1	**Year 1**	**Year 2**	**Year 2**	**Total**	**Total**
	18/19	17/18	18/19	17/18	18/19	17/18
Session	0	0	2	1	2	1
Hours	0	0	4	4	4	4
Group members	0	0	3	2	2	2
Student feedback	0	0	24	13	24	13

The main area of involvement in the Sociology & Social Policy this year is:

25.10.18 - S&SP Year 2 In Sickness, Disability & Health x2 CP Sid Carter
22.11.18 - S&SP Year 2 In Sickness, Disability & Health Brain Injury x1 Sid Carter22.11.18 - S&SP Y2 In Sickness, Disability & Health Brain Injury**.**

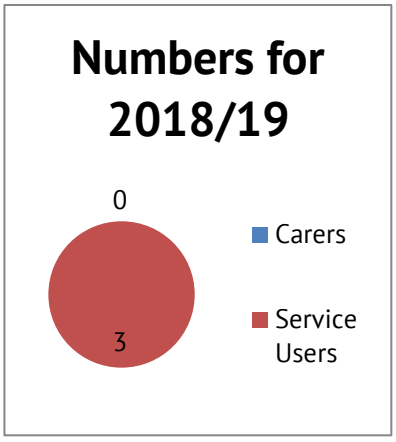
The students from previous runs of the unit have noted in their MUSE feedback that they would appreciate even more input from disabled people. So to have another 'voice' from a disabled person will be an additional valuable learning experience for the students, who largely have little direct experience with disabled people. It helps to bring the more theoretical aspects alive for the students.

What the students learnt from this session that they will take into their future practice

The impact of a brain injury and support needed to live an independent life. Also the long treatment period.

It was very eye opening as I have not heard anyone speak so candidly about brain injury. They were honest and it was of great use to me.

We have done two year two sessions this year which is an increase from last year and was picked up by last year's students as a way of increasing the variety of people that they see.



Msc Psychology

Psychology Msc Academic Activity Sep 2018 - Aug2019		
	Year 1	**Total**
Sessions	1	1
Hours	2	2
Group members	2	2
Feedback	18	18

The main area of involvement in Psychology this year is:

7.3.19 – Psychology Msc Year1 Ageing and Neurodegenerative Disorders MS and Parkinson's x2 Ellen Seiss

This was a new request of BU PIER Partnership this year and was funded from their budget.

7.3.19 – Psychology Msc Year1 Ageing and Neurodegenerative Disorders MS and Parkinson's
We are looking for 1-2 people with neurodegenerative disorders, e.g. Parkinson's Disease and Multiple Sclerosis, to give us an account about how it is to live with such a long-term disorder. This "first person" perspective will be complimentary to our teaching about these disorders which is often more diagnosis, brain models, theory, and treatment driven. Having a different view point about the disorder and experiencing people who can tell our students first-hand about their difficulties and challenges with the condition is invaluable for our Psychology students and it would be greatly appreciated. This session will be with a group of approx. 15-25 MSc students.

What the students learnt from this session that they will take into their future practice

I learned all symptoms of MS and Parkinson's are not the same in all individuals, what keeps them out of the MS and Parkinson cycle. Some misunderstanding of other people and importance of being supportive. Being active is the most important thing in their lives.

Listen to patients, individual experiences are very different

What the BU PIER member said about the students

> Felt ok after the session although I realised after I could have covered more.

Students' audio feedback

7 Mar 2019 at 16.59.28.mp4

7 Mar 2019 at 17.01.30.mp4

Nutrition Msc

Nutrition and Behaviour Msc Academic Activity Sep 2018 - Aug2019		
	Msc	**Total**
Sessions	1	1
Hours	4	4
Group members	2	2
Feedback	12	12

The main area of involvement in Nutrition and Behaviour MSc this year is:

5.3.19 – Nutrition and Behaviour Parkinson's and Stroke Msc x2 Sue Green

5.3.19 – Msc Nutrition and Behaviour

The session is designed to teach the students about the impact of nutrition on brain function and neurological function and link to current guidelines and research on best practice. The service user would provide context for their experience of having to eat a different diet, or be fed through tube feeding or IV nutrition and how this impacts on their attitudes forward food, socialisation (i.e. meeting up with friends at restaurants or pubs) and their energy levels.

What the students learnt from this session that they will take into their future practice

Clearer knowledge of dysphasia and personal experience

That neurodegenerative diseases require a broad understanding of nutrition, as they both change and have a huge impact in people's lives

What the BU PIER member said about the students

They asked good questions

I was relaxed and comfortable as to how the session went

Summary of involvement in HCPC and NMC regulated programmes

The table below demonstrates involvement in education across NMC and HCPC regulated programmes for the academic year 2018-2019, alongside 2017-2018 figures. Service user/carer facilitated hours in academic activity was 813.75 hours and 115 sessions. There were just two social work interview days with PIER members before we withdrew from interview days across the Faculty. However, we have been working with teams to incorporate the service users/carer voice in the process.
The withdrawal from interviews days has freed up hours to:

- Develop new academic activities, particularly in inter-professional learning (IPL)
- Support research activity
- Increase networking
- Facilitate the involvement of service users and carers in six new films.
- Develop PIER's social media profile

BU PIER Partnership Interviews 2017/18			**2018/19**	
	Sessions	**Hours**	**Sessions**	**Hours**
Nursing	30	307.75	0	0
HCPC	35	236.75	2	51.75
Total	65	544.50	2	51.75
BU PIER Partnership Academic Activities 2017/18			**2018/19**	
	Sessions	**Hours**	**Sessions**	**Hours**
Nursing & Midwifery	26	536.75	39	521.5
HCPC	49	314.5	76	292.25
Total	75	851.25	115	813.75

The figures refer to the hours that BU PIER partnership members have been involved in actual interviews and teaching and learning activities, and does not reflect the work required by the service user and carer coordinators to prepare, support and evaluate this involvement.
Two things to note with the figures above:

- With NMC programmes the number of sessions has increased by 50% but the service user/carer hours have remained around the same. One reason is the

significant drop in numbers of adult nursing students which reduces the number of service uses/carer hours, particularly in activities such as simulation.
- With HCPC programmes there has been a 55% increase in the number of sessions and decrease in hours due to shorter sessions this year.
- We engaged with 45 individuals in Academic sessions from our group this year of which 29 were S/U and 16 were Carers. 23 women and 22 men which is 45% of the group membership.

Involvement in research activity

The BU PIER Partnership continues to be guided by its 5 year strategy (2015-20). In relation to involvement and collaborations in research, the following goals were identified in 2015.

- To create and support opportunities for service users and carers and CSUP *(now PIER partnership)* to lead, contribute and collaborate in research activity
- Establish links and potential collaborations with research units, centres and organisations such as Bournemouth University Clinical Research Unit (BUCRU), Involve, The National Institute for Health Research (NIHR) Research Design Service, Social Care Institute for Excellence (SCIE) and local organisations such as the Dorset Clinical Commissioning group
- Liaison with user groups involved in research such as The National Childbirth Trust (NCT)
- Facilitate contacts and collaborations between researchers and a broad range of specialist groups
- Develop and share materials and resources for researchers to enhance good practice in involvement
- Develop and support the dissemination of research findings which can be used in education and professional practice
- Engage in research activity to evidence the links between involvement, outcomes and impact

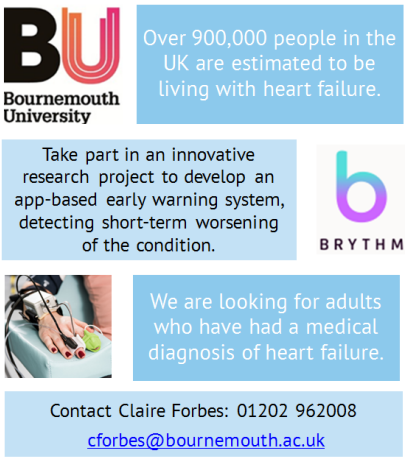
Research Activity

Involvement in Research Activity 2018-2019

Heart Failure – Claire Forbes

- Meeting with Clare to discuss the project
- Organised meeting with Claire and PIER member, Sean Cockwell (who has heart failure). Sean shared his knowledge and expertise to inform the project.
- Shared on Twitter @bu_pier

The project is funded by Innovate UK and HRV Fit Ltd, and the funding for this was secured prior to PIER involvement.



PhD - Back Pain Study – Jacqui Rix - match funded by both BU and AECC University College.

- Meeting with Jacqui to talk about PPI and how to incorporate this in the preparation of documentation i.e. consent forms, patient questionnaires etc.
- Mail out to PIER members – 13 expressions of interests.

LAUNCH: Leadership of Digit**A**l health technology **U**ptake among **N**urses in **C**are **H**omes – Kathy Curtis

- 2 Initial meetings
- Facilitating PIER members attendance on the Advisory Panel

The LAUNCH project is a one-year nurse-led Appreciate Inquiry based research project exploring the enabling factors in nursing leadership for engagement in digital health technology within residential nursing home settings and is funded by the Burdett Trust

Promoting Positive Wellbeing in Older People – Anneyce Knight

- Meeting with Anneyce to discuss the project.
- Mail out to PIER members and wider networks.
- Linked those interested with Anneyce to partake in individual interviews

This is a BU funded pilot project. PIER members were asked to be involved following ethical approval being granted to undertake research interviews with individuals.

No funding was available for PIER members' time.

CLEAT trial: Tom Wainwright (Hip Osteoarthritis)

- Meeting with Tom and Tikki to discuss good practice in PPI
- Attendance at the CLEAT Patient Advisory group to give feedback to Tom and hear more about the project with a view to inviting PIER members to the next stage of the study.

This research is funded by NIHR – Research for Patient benefit – funding for 3 years. A pilot programme was delivered and evaluated a few years ago. The PPI forum that was held with participants on the pilot programme (run by Lisa Gail Andrews and Helen Allen at BUCRU) informed the application made to NIHR for the funding; and the design of the CLEAT study includes the setting up of a Patient Advisory Group to advise the Trial Management Group (Chief Investigator Tom Wainwright) on the suitability of the

patient facing documentation, methods of recruitment, analysis of data, dissemination, etc.

Patient Involvement in hip arthritis

Hip Arthritis – Ian Swain

- Conversation with
- Telephone call with Ian Swain
- Call out to PIER members for participants

Frailty project – Michele Board

- Providing a letter of support to the bid to the Burdett Trust
- E-mail to PIER members and wider networks for people over 65 who have been in hospital in the last year or who care for someone who has.

- Meeting with Louise Ward to advise on good practice in PPI.
- 6 people attended a focus group and were given a £20 voucher for their time.

BUiWell

- Attender of BUiWell Steering groups
- Speaker at the AGM on PIER and good practice in PPI.

Nutrition as we age project – Jane Murphy

- Meeting with Jane to discuss the study
- Gathering expressions of interest from PIER members to attend a focus group (5 attended).
- Providing support at the Focus group

The information gathered at the focus group helped inform the development of a bid on frailty and malnutrition in older people to NIHR (Research for Patient Benefit) with UCL and Plymouth University.

CrisP Project: Crisis Recovery Research Project – Tula Brannelly

- Involvement in the bid writing, attending meetings with stakeholders.
- Facilitation of PIER members' involvement.

Live-in Care at Home for People with Dementia – Tula Brannelly

- Facilitated PIER member's involvement in providing considerable input redrafting the abstract and providing comments on the main body of the bid.

The bid was for a PhD studentship for the Alzheimer's Society about domiciliary and live-in care at home for people with dementia.

Living with Arthritis: how patients and the public use arthritis information on Youtube – Osman Ahmed

- Mail out to PIER members to attend a focus group (6 responded)
- Sophie Peters (Research Assistant) to organise the group.

HSS funding for a study entitled "*Living with arthritis: how patients and the public use arthritis information on YouTube*". This study builds on work with the University of Southampton, and aims to undertake one focus group (of 6-8 people) to find out priorities for arthritis-related information that should be included on YouTube. For the grant there are collaborators from other Universities in the UK (Oxford, Wolverhampton, Southampton) and from Australia, but the intention is to host the focus group at BU.

Wellcome Trust Bid

Mel Hughes

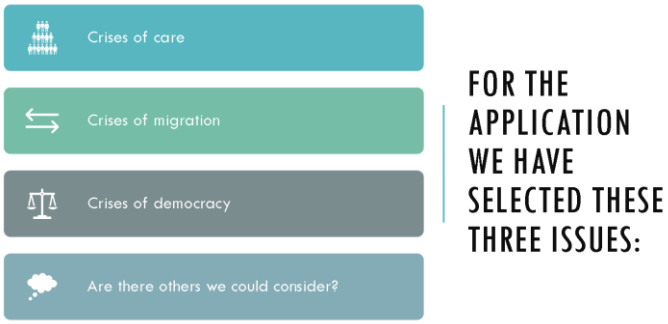
- Facilitated the involvement of two members to contribute to the bid design.
- Attended a bid writing workshop

Involvement was to support funding applications to the Wellcome Trust Public Engagement Fund and an application for Public Engagement Fellowship. The aim was to develop inclusive methodologies for engaging seldom heard voices and marginalised groups in health and social work research.

European Union COST Action research network grant application – Tula Brannelly

- Facilitated the involvement of a PIER member in planning a 'Community Day'
- Attended the community day with 8 PIER members
- Administered travel payments

Service user involvement was funded by pump priming money.



PhD study around breastfeeding – Amy Miller

- Request from Amy for PPI in developing a questionnaire.
- Meeting with Amy to discuss PPI and share knowledge of local networks

Exploring the effects of a short-term Mediterranean style diet on health and well-being amongst middle age individuals living in the UK - Principle researcher: Ellen Brenner

The research is being funded by Bournemouth University. The principle researcher is an MSc Nutrition & Behaviour student, who is working under the supervision of Dr Fotini Tsofliou, (senior lecturer in Nutrition from the Faculty of Health and Social Science). One of the BU PIER members took part in this research activity; undertaking a Mediterranean Diet, completing 3 short computerised cognitive tests and paper questionnaires about health and wellbeing and having blood pressure taken.

Partnerships to promote sexual well-being: developing digital stories

The project aims to continue research thinking about sexual well-being and physical disability and the information which would improve professionals' awareness about this topic. Earlier research revealed the lack of training and awareness amongst social care professionals about the impact of sexual well-being on disabled peoples' physical and emotional well-being. This project will write and record scripts and take photographs/video for a short film or digital story (no images of faces or identifying features will be taken; the images will be of the back of people's heads, mobility aids such as wheelchairs, and other non-personal images which will be used to illustrate the script). It is part of a larger project to co-produce a learning tool for social workers around sexual well-being and disability. This stage has been funded by Bournemouth University and will last until June 2019. The larger project is dependent on securing further funding.

This involved six of the BU PIER Partnership members and was organised by Dr Sally Lee from the Faculty of Health and Social Science.

Network development

At the start of the year we were in contact with 92 organisations and we are now in contact with 101 (68 local and 33 National). The database of organisations can be shared amongst BU academics looking to collaborate in education, professional practice and research. The aim for the next 12 months will be to develop these opportunities for joint working.
Angela and Pete have attended nine events throughout the year.

17.10.18 – Globalisation & Healthcare EBC (Local)

18.10.18 – Dorset Funding Fair Wimborne (Local)

20.02.19 – Bournemouth Conversation City Gate (Local)

11.04.19 – Service Excellent Conference Talbot (Local)

13.05.19 – Charity Impact Networking Day K101 Talbot(Local)

13.06.19 – Innovations in Therapy Practice BG11 Landsdowne(Local)

14.06.19 – Humanising Care, Health and Wellbeing EBC (Local)

17.06.19 – Learning from the lived experience EBC (Local)

31.07.19 – PO55 meeting Poole Civic Centre (Local)

18.10.18 – Dorset Funding Fair Wimborne Conversation

20.02.19 – Bournemouth

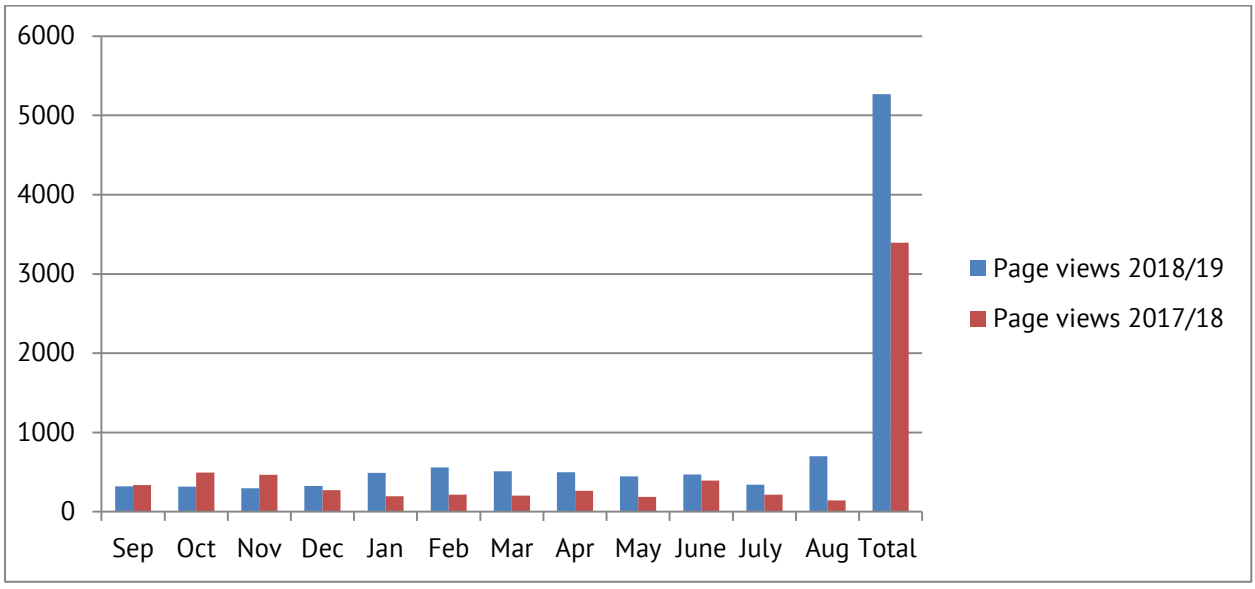
13.05.19 – Charity Impact Networking Day

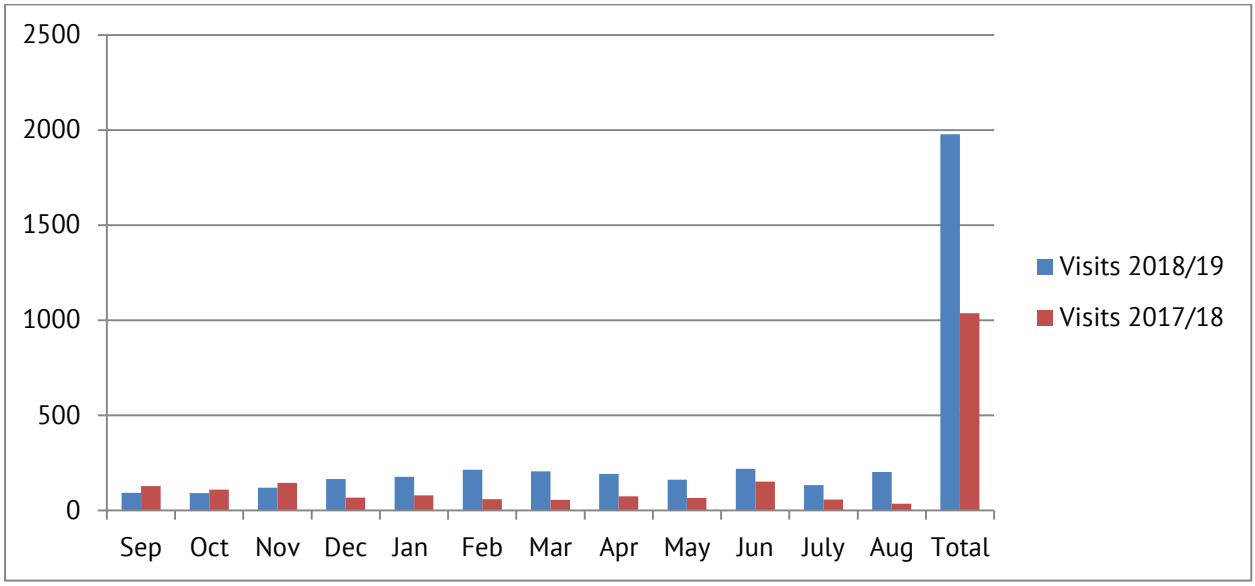
Website

As you can see below from the Web stats for September 2017 – August 2018 and September 2018 – August 2019 we have had an increase in page views from 3,392 to 5,269 and the average visit time for the year has decreased from 4.08 to 3.08 minutes. There has been a increase in the number of visits from 1,037 to 1,978 this year.
We have also formed a Social Media subgroup consisting of 4 members of the BU PIER Partnership who are developing Facebook and Twitter links on the website as well as looking at Blogs in the future.

	Sept-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Total
Visits	94	92	120	165	177	214	206	193	163	219	133	202	**1,978**
Page views	319	315	296	323	490	561	509	497	447	470	340	702	**5,269**
Average visits (mins)	2.43	3.04	1.54	1.56	2.3	3.39	4.19	3.16	3.42	4.7	2.34	5.23	**3.08**

	Sept-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Total
Visits	129	110	145	68	80	60	57	75	67	152	58	36	**1,037**
Page views	336	496	468	271	196	217	204	264	188	393	217	142	**3,392**
Average visits (mins)	3.26	6.16	5.49	5.21	2.53	3.45	3.19	2.5	3.23	7.54	2.33	4.11	**4.08**





Conclusion and look forward

This again, has been a busy year for BU PIER partnership. The breadth and scope of activity is clearly demonstrated in this report.

A key priority for 2019/20 will be on developing a new five year public involvement in education and research strategy at BU. Work is already underway to identify our goals and aspirations for the coming years. These will focus on developing and evaluating methods for involving a wider range of voices in education and research, particularly those from marginalised groups. Ensuring parity of involvement where people can engage in ways which works for them will help challenge inequalities in health and social care. Pubic involvement in education and research is fundamental to reducing inequalities and ensuring that research and education is authentic and impactful. All of us within the PIER partnership are passionate about drawing on the expertise of people with lived experience and ensuring that people have their voices heard. A key priority for 2019-20 will be to collaborate with national and international partners to develop areas of good practice.

Finally, as always, a huge thank you to Angela and Pete for their relentless commitment and passion for public involvement and to all of our members, academics and students for engaging so enthusiastically.