

## Liverpool John Moores University

Title: Service User Participation and Co-production  
Status: Definitive  
Code: **4050SWA** (128262)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

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**Academic Level:** FHEQ4      **Credit Value:** 20      **Total Delivered Hours:** 40

**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Summer

Component	Contact Hours
Lecture	20
Online	5
Tutorial	5
Workshop	10

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Presentati	Case Study - Presentation. Identify a service user or family that you have worked with and analyse the following: The strategies that you adopted to engage the service user/family in your intervention.	100	

Category	Short Description	Description	Weighting (%)	Exam Duration
		The effectiveness of those strategies in engaging the service/user/family in decision making for them. Using a model of reflection, identify and discuss what went well in the intervention and what you would do differently based on your experience with this case.		

## Aims

*By the end of the module students will be able to identify and discuss key features of service user participation and strategies to empower and engage service users, their families and communities.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Identify the key features of service user participation and co-production
- 2 Identify strategies to empower and engage service users, their families and communities
- 3 Discuss effective strategies for engaging service users in the decision making process and in promoting choice

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Presentation                      3        2        1

## Outline Syllabus

- *Understanding the context of service user's lives*
- *Empowerment and involvement*
- *Participation*
- *Advocacy*
- *Co-production*
- *Understanding professional boundaries*
- *Promoting choice and involving others in decision making processes*
- *Impact of inequality, power and diversity in relation to engaging with the experiences of others*
- *Developing positive verbal and non-verbal communication with a variety of service users*

- *Challenging constructively and managing conflict*
- *Negotiation*
- *Collaborative decision making*
- *Family Group Conferencing*
- *Building positive relationships*

## **Learning Activities**

Service user and carer involvement is driven by a policy agenda that recognises the importance of involving service users and carers in the design and delivery of services. This module introduces students to a range of skills needed in working with service users and carers.

Lectures will offer students a working knowledge how effectively service user participation and co-production can develop practice and education in social work. Critical skills will be developed in seminars. Students are expected to present ideas and materials to their colleagues in the seminars which are designed to assist them in planning and preparing for their final summative assessment. Tutor and peer feedback will be provided during the seminars.

## **Notes**

This module is mapped to the following standards for social work education

### Apprenticeship Standards

#### Skills:

#### Professional values and ethics:

- Ensure professional ethical standards are developed, maintained and promoted
- Be aware of the impact of your own values on practice
- Ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected
- Practise in a non-discriminatory manner

#### Views of people who use services, carers, their families and communities:

- Hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence
- Promote the best interests of people who use services, carers, their families and communities
- Work with people to enable them to make informed decisions and exercise their rights

#### Evidence-based decision-making and analysis:

- gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation
- make and receive referrals appropriately
- manage and weigh up competing/conflicting values or interests to make reasoned professional judgement

#### Personal and professional development:

- Work within scope of practice as an autonomous professional
- Maintain high standards of personal and professional conduct
- Work in partnership with others

Safe professional practice and safeguarding:

- Establish and maintain personal and professional boundaries

Communication:

- Communicate in English at the level required by the HCPC
- Communicate your role and purpose sensitively and clearly, using appropriate language and methods
- Communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change

Recording and reporting:

Use of technology:

- Use technology to communicate appropriately

Knowledge:

Professional values and ethics:

- the importance of rights, responsibilities, freedom, authority and use of power
- the importance of maintaining, and the limits of, confidentiality
- that relationships with individuals and their carers should be based on respect, honesty and integrity
- how to develop relationships appropriately
- the impact of different cultures and communities and how this affects social work

Views of people who use services, carers, their families and communities:

- the concepts of participation, advocacy, co-production, and empowerment
- the contribution that peoples' own resources and strengths can bring to social work

Evidence-based decision-making and analysis

Personal and professional development:

- the impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services
- the requirements of the relevant professional body

Safe professional practice and safeguarding:

- applicable safeguarding/health and safety legislation, policies and procedure

Communication:

- how communication skills affect the assessment of, and engagement with, individuals and their families/carers
- the range of factors that affect communication eg. Age, capacity, learning ability and physical ability

Working with others:

- the different social and organisational contexts within which social work operates

Recording and reporting:

- maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines

Use of technology:

- IT data sharing protocols

#### Social Work England Professional Standards

Standard 1: Promote the rights, strengths and wellbeing of people, families and communities (1.1, 1.2, 1.3, 1.4, 1.5, 1.7)

Standard 2: Establish and maintain the trust and confidence of people (2.1, 2.4)

Standard 3: Be accountable for the quality of my practice and the decisions I make (3.1, 3.5, 3.6, 3.10)

Standard 4: Maintain my continuing professional development (4.1, 4.2, 4.6, 4.8)

Standard 5: Act safely, respectfully and with professional integrity (5.2)

Standard 6: Promote ethical practice and report concerns (6.3)

#### PCF domains

Professionalism: 1.2, 1.9; Values and ethics: 2.1, 2.3; Diversity: 3.2; Rights, Justice and economic wellbeing: 4.1, 4.2, 4.3, 4.4; Knowledge: 5.1, 5.2; Critical reflection and analysis: 6.6 and Intervention and skills: 7.8, 7.12.

#### Knowledge and Skills Statements

Knowledge and Skills for Approved Child and Family Practitioners: The law and The family and youth justice systems; and

Knowledge and Skills Statement for Social Workers in Adult Services: Safeguarding; Mental Capacity and Organisational Context.