



ensuring that students graduating from courses in health and social care are fully equipped to perform confidently and competently at the start of their professional careers so improving the standards of care

Issue 9 July 2007

Welcome to the July 2007 edition of the ALPS Bulletin. The theme of this Bulletin is the ALPS strategic aim:

'to enhance the role of service-users and carers in assessment and learning in practice settings'.

This theme is developed through articles from Christine Rhodes on service user and carer involvement at the University of Huddersfield and Penny Morris of the Medical Education Unit, University of Leeds; the announcement of two new ALPS research projects on "What matters to Users of Services" and "An investigation into the benefits, barriers and essential specifications of mobile devices used for learning and assessment purposes with disabled students"; plus a description of the Patient-centred Professionalism project at the Picker Institute.

Clare Smith – Editor

Successful ALPS Research Project Bids

The ALPS Core Team is pleased to announce the funding of two projects following the recent call for research capacity bids.

The first, entitled "What matters to Users of Services? Discovering and applying user and carer perceptions of the requisite skills and attributes of health and social care students to enable shared care and decision making" is led by Penny Morris from the Medical Education Unit at the University of Leeds. This multi-professional and multi-university project aims to deepen and build on understanding the service user and carer perceptions of those professional attributes and behaviours that will enable them to participate in shared understanding and decision making. It will achieve this by using a modified Delphi technique to seek a consensus of opinion with health and social care users, carers and students about the behaviour and communication strategies that support user and carer active engagement in the decision making process in care.

The second project at the University of Bradford and led by Dr Chris Dearnley, Bradford partner lead for ALPS, is entitled "An investigation into the benefits, barriers and essential specifications of mobile devices used for learning and assessment purposes with disabled students". It aims to inform the ongoing work and development of ALPS in relation to the specific needs of disabled students when using mobile technologies for learning and assessment in practice settings. This project will engage a learning technologist, a disability officer and a mobile technologist to explore and develop the usability of the mobile devices and assessment tools, working with disabled students at the University of Bradford.

Both projects are due to finish by January 2009 and full details can be found on the ALPS Research Network web pages:

www.alps-cetl.ac.uk/ResearchNetwork.htm

Quarterly reports from the two projects will be posted on this site.

Service User & Carer Involvement at the University of Huddersfield

Exciting times are ahead at the University of Huddersfield with real opportunities to expand and develop user and carer involvement in a meaningful way across the School of Human & Health Sciences. This is being facilitated by the appointment of a project leader for service user and carer involvement for two days a week with the main objective of leading and developing the greater involvement of service users and carers. This post has been funded by the ALPS programme in support of the ALPS aims.

User and carer involvement is not something new, rather something that has been developing over a number of years in several of the divisions of the school. What is new are the mechanisms that have been put in place to identify and support a more

For the benefit of new readers and as a reminder to everyone else, ALPS is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: the universities of Bradford, Huddersfield, Leeds (lead); Leeds Metropolitan and York St John. There are 16 professions across the partnership from Audiology to Social Work and a wide range of partners including NHS Yorkshire and the Humber and practice networks. We are also working in consultation with the professional, statutory and regulatory bodies.

cohesive approach in order to ensure that service users and carers becomes embedded into the school and that it is monitored and evaluated effectively.

There is a hive of activity with service user and carer involvement in most professional courses with a particularly strong presence in mental health, podiatry and social work.

In mental health nursing users and carers will work with staff and students on the annual world mental health celebration event on October 10th to provide a number of activities increasing awareness and promoting positive attitudes to mental ill health. Service users and carers are also involved in teaching students and in consultation on the design of a new curriculum.

The podiatry department has a clinical liaison group made up of service users that is regularly consulted; this has influenced changes in the department. The department has also almost completed a research project where patients have been involved in the formative assessment of students' communication skills. This research is directly linked to the ALPS Aim: 'To enhance the role of service-users and carers in assessment and learning in practice settings'.

The findings of this are to be presented at the Authenticity to Action: Involving Service Users and Carers in Higher Education conference, 7 - 9 November 2007, Grange-over-Sands, Cumbria.

www.cetl4healthne.ac.uk/CETLPlone/events

The social work department is an area where service user and carer involvement is already embedded. They are involved in course design, validation, ongoing evaluation and recruitment and selection. Service users and carers are also proactively involved in teaching, having written and delivered a module called 'Working Together'. There is also involvement in other aspects of teaching including leading workshops during student induction week. A consultation with service users and carers is planned for the 18th July in order to evaluate work to date and make plans for future involvement.

Service users and carers are involved in other areas of the school for example teaching on various modules in all branches of nursing. They are also being involved in the development of a new nursing curriculum.

A sub group of the School Learning and Teaching Committee (which has a responsibility for

overseeing procedures for quality assurance and enhancement; establishing consistent policies and procedures across the school and promoting innovative methods of learning and teaching) has also been developed to progress community participation and to improve learning and teaching (to include public engagement, service users and carers). Members from this group are attending a Higher Education Academy workshop in June to work on a strategic plan for user and carer involvement in the School of Human & Health Sciences. The overarching plan is to develop policies and procedures on good practice and payment.

The University has also been involved in the West Yorkshire Service User and Carer Involvement Induction Training project. This collaborative project with the Universities of Bradford and Leeds and Leeds Metropolitan University has centred on the recruitment and training of service users and carers who are interested in contributing to professional education. A total of 15 users and carers with a wide range of experiences attended workshops in Huddersfield and a number of these people are now involved. Individuals from the training have been included in facilitating workshops at other Universities, course validation, consultation on course development and direct teaching. One participant has also been accepted to present and lead a showcase (with two lecturers from Huddersfield) 'A personal quest to become a service improver' at the Authenticity to Action conference in November (see above).

A Service User and Carer Involvement Forum that plans to meet 3 times a year has also been established. A very positive outcome of this project has been the success of the collaborative element of the work which has led to the development of professional relationships and sharing of good practice. Partners have now been successful in an ALPS research bid to undertake a project titled 'What matters to US (Users of Services)?'. This project will aim to discover and apply user and carer perceptions of the requisite skills and attributes of health and social care students to enable shared care and decision making. The results of this research will be fed into ALPS

If you have any comments, queries or would like to know more please contact me.

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New ALPS research project: What matters to US (Users of Services)?

A coalition of the four West Yorkshire Universities (Bradford, Huddersfield, Leeds Metropolitan and Leeds University) has bid successfully for ALPS funds, to investigate and apply user and carer understanding of what health and social care students need, to enable shared care and decision making. A group of service users and carers – who are already prepared to help students learn – will collaborate with practitioners, students and academic teachers in this. They will build on the work of the coalition in developing and supporting patient and public voices in education, where forty plus users and carers have been through a programme of ‘Patient Learning Journey’ workshops, an approach first developed at the University of Leeds School of Medicine.

Findings will be fed into ALPS work and inform the growing field of patient and public involvement in professional learning – see the following for more information on the field

www.leeds.ac.uk/medicine/meu/voices06/index.html

and

www.uclan.ac.uk/healthconf

For more information on the study and the approach, see the ALPS website and also:

www.leeds.ac.uk/medicine/meu/lifelong06

and

www.leeds.ac.uk/medicine/meu/lifelong07

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Patient-centred Professionalism: a project at the Picker Institute

The Picker Institute www.pickereurope.org is engaged in an international project to help the medical profession shape its roles and responsibilities in delivering patient-centred care, by bringing together and disseminating evidence about patients' experiences and expectations.

The project includes an ongoing programme of research, which has so far included the following studies:

- **What is patient-centered professionalism?**

A conceptual/definitional paper identifying the key elements of patient-centred professionalism and also distinguishing it from related concepts.

- **Education for partnership**

A study of the extent to which a patient-centred perspective is incorporated into medical education and training.

- **Standards and codes of medical practice**

A comparison of professional codes from the UK, USA and Canada looking at similarities and differences, focusing particularly on the extent to which they reflect patients' concerns.

- **Tools for assessing doctors' practice**

A critical review of questionnaires from UK, USA and Canada used to gain patient feedback on communication skills and other aspects of the quality of a doctor's practice.

All the related papers, along with details of future work, can be viewed at

www.pickereurope.org/page.php?id=23

Responses are welcomed.

Gathered on the web-based **Good Practice Database** are examples of teaching practices that encourage students to adopt a patient-centred approach. These, and other practical examples of how patients' views are being used to inform healthcare delivery, are at

www.pickereurope.org/goodpractice/index.php?id=34

where new case studies can also be submitted.

Join the forum of interested parties

A **web-based forum** exists to share these and other research findings and experiences. Members receive a regular newsletter and can respond to papers via the rapid response facility. Membership is free to all with an interest in medical practice, standards, education and regulation.

Register at:

www.pickereurope.org/pcp/registration.php?id=32

or email Sarah Claridge at:

sarah.claridge@pickereurope.ac.uk

for further information.

Announcements

The ALPS Core Team would like to welcome Nancy Davies, Learning Technologist, who will assist in the development of mobile assessment and learning systems within the ALPS Partnership and the School of Medicine.

Replacement of the VKP

From 1st August 2007, ALPS users will be able to access a new collaboration tools service at Leeds called SharePoint. This will replace the University of Leeds Virtual Knowledge Park (VKP) which will be withdrawn from service at the end of July 2007. Like the VKP, SharePoint will allow the sharing of documents and other resources across the ALPS partnership.

As a registered user of the VKP, you will already have received notice of this closure but the ALPS Core Team would like to assure you that the ALPS documents will be migrated to the new SharePoint service and will be available from the beginning of August. Please do not post any new documents to the VKP unless they specifically refer to ALPS work that will be done in July. The VKP will be closed for all new postings from 24th July 2007. Documents can be retrieved up to the end of July.

After this date all ALPS documents will be transferred to the new SharePoint service.

Training is being arranged and regular users of the VKP will have already been invited to attend a half day training session on 30 July 2007. There will be a "Train the Trainer" session on 31st July 2007.

This training will focus on understanding the basics of:

- Connecting to SharePoint
- Posting documents
- Searching for existing documents
- Retrieving documents.

These are functions of the VKP which are currently used by ALPS partners.

In order to allow access to the SharePoint service everybody using the service will need to have a University of Leeds account name and password assigned. This ensures you will be able to log in to the University Network. You will be asked by your ALPS IT Group lead to sign a University of Leeds "Yellow Form" and provide your e-mail address. This only applies to members of ALPS who do not already have a University of Leeds account.

The replacement system has been designed to be as simple to use as possible. Help will be available from several sources if required;

- Emails will be circulated to all users identifying how to access the new system
- At least one participant from each partner institution will be available to train you in using the new system.
- Basic user guides will be available to help navigate and use the system
- The ALPS Core Team will also be available to help any users access the new system.
- Online help will be available - details of how to access this will be circulated once the system is available.
- The ALPS CETL web site will have help pages for the SharePoint service

We will keep you advised of progress as the VKP shutdown date approaches. If you have any concerns please contact either the VKP Support Team on vkp@leeds.ac.uk or the ALPS Core Team on alps@leeds.ac.uk.

Forthcoming Events Listing

Developing an Inclusive Curriculum, University of York, 7 September 2007

This conference offers delegates from different disciplines a space to share and develop practical approaches to embedding equality and diversity into curricula. Outcomes: To understand the importance of curriculum development to support diversity. To explore curriculum approaches in specific disciplines. To be better equipped to address the challenges of curriculum change. To

identify contacts and resources to assist with inclusive curricula.

Target Audience; Academic practitioners, Course designers, Staff and educational developers, Heads of department, Senior managers with learning and teaching responsibilities. To book your places go to:

www.heacademy.ac.uk/events/List_5476.htm

Enhancing the Quality and Outcomes of Disabled Students' Learning in Higher Education Conference, University of Edinburgh, 24 October 2007

This one day conference will present the findings from the Economic & Social Research Council Teaching & Learning Research Programme Phase III research project and examine the impact of the Disability Equality Schemes in Higher Education. The aims are to understand how disabled students' academic performance and experience of teaching, learning and assessment varies by disability, subject studied and by type of institution. Booking forms are available from Gillian Oddy on 01242 714737 or email goddy@glos.ac.uk

5th Annual University of Leeds Learning & Teaching Conference 'T6', University of Leeds, 11 January 2008

Call for contributions – deadline for submission of abstracts is Monday 30 July 2007. The main theme this year will be T6: 'Translating excellence in research and scholarship into learning opportunities for students'. Please submit your abstract to Stephanie Grosz on s.e.grosz@adm.leeds.ac.uk by 30 July 2007 or visit the website on

www.lts.leeds.ac.uk/conference.php?PAGE=5

All Together Better Health IV, Karolinska Institutet, Stockholm, Sweden, 2 – 5 June 2008

This conference covers 4 main themes – changing panoramas: interprofessional learning in the future healthcare – from hospital to community, the impact of interprofessional education, interprofessional communication, patient safety & quality, cost-effectiveness and evaluation of interprofessional education.

Abstract submission deadline 17 December 2007 or see <http://www.alltogether.se/>

Future Bulletins

The ALPS Bulletin is distributed electronically and via the ALPS website three times a year to keep colleagues up to date and involved with the work of the ALPS Centre for Excellence in Teaching and Learning, networks and resources. For further information on the articles featured visit our website at www.alps-cetl.ac.uk.

We are looking for keen readers **and** contributors to the Bulletin, in order to make it a valuable, relevant, collective resource.

***Future deadline for contributions:
25 October 2007 Bulletin***

You can contribute by emailing the ALPS Core Team at alps@leeds.ac.uk with brief details of events, links to articles and other information.

We'd be delighted if you would forward this Bulletin to your colleagues. Equally, if you've received this in error, or if you don't wish to remain on our circulation list please let us know – alps@leeds.ac.uk.

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