

THE CHALLENGES OF USING THE SERVICE-USER IN ASSESSMENT STRATEGY

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Introduction

Economic and social changes within the UK, have and will continue to influence health and social care. Government policy has emphasised the importance of efficiency, effectiveness, accessibility, increased consumer participation and choice and accountability to address health and social care needs and reduce health inequalities (SG 2012a; SG 2012b; SG 2010; SG 2008a; SG 2008b). To help meet these needs, the School of Nursing and Midwifery at Robert Gordon University (RGU) has a long history of providing community based courses which comply with the Nursing and Midwifery Council (NMC) Specialist Practice Standards (2001) and the Specialist Community Public Health Nursing Standards (NMC 2004). The current strategic drivers state that masters level education is a requisite for the advanced nurse (Scottish Government 2016) which resulted in RGU building on the NMC (2001, 2004) requirements to deliver an innovative Masters programme consisting of five routes. Within this Masters programmes at RGU educators utilise a dynamic syllabus, within this innovative methods of incorporating consumer participation are implemented.

Objectives

Within the MSc in Advancing Nursing Practice courses there lies the challenge to establish what students have learnt, how they translate this to practice, and how this may encompass user involvement. It has been suggested service users can be involved in service improvement, as well as assisting with decisions about design, management and review of health services (Barnes and Wistow, 1992). It is mandatory for Higher Education Institutions to demonstrate at all levels engagement with service users (McKeown et al, 2012). This project involved engaging service-users within student assessment with the objective of encouraging students to incorporate service user evaluation within their practice.

Details of the Project

Within a work-based module students were asked to interview a service-user in order to identify an area of service improvement, then critically discuss their findings and identify any actions for future service improvement or research. Reflection on the value of this assessment strategy was undertaken.

Emerging Themes from Within The Students Assignments

Engaging service-users in service evaluation within clinical practice

Pro-actively caring for carers

Value to service user of being asked their opinion

Service user priorities and what matters to them

Service-user relationship with the ANP

Work-force issues and time to care

Continuity of care

Next Steps

Address challenges- ethical approval to evaluate and utilise student analysis and service-user evaluation

To encourage students to develop adopted themes into MSc Dissertation

Evaluation of this assessment method for students

Evaluation of the service-user involvement

Further dissemination of the themes and students discussion

Feasibility of involving service-users in the marking process

Which Route Would You Choose?



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