

# Service user's participation in the social work program at JU

Results from Questionary and Focus groups

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## SOCIAL WORKERS' EDUCATION AND SERVICE USERS' PARTICIPATION

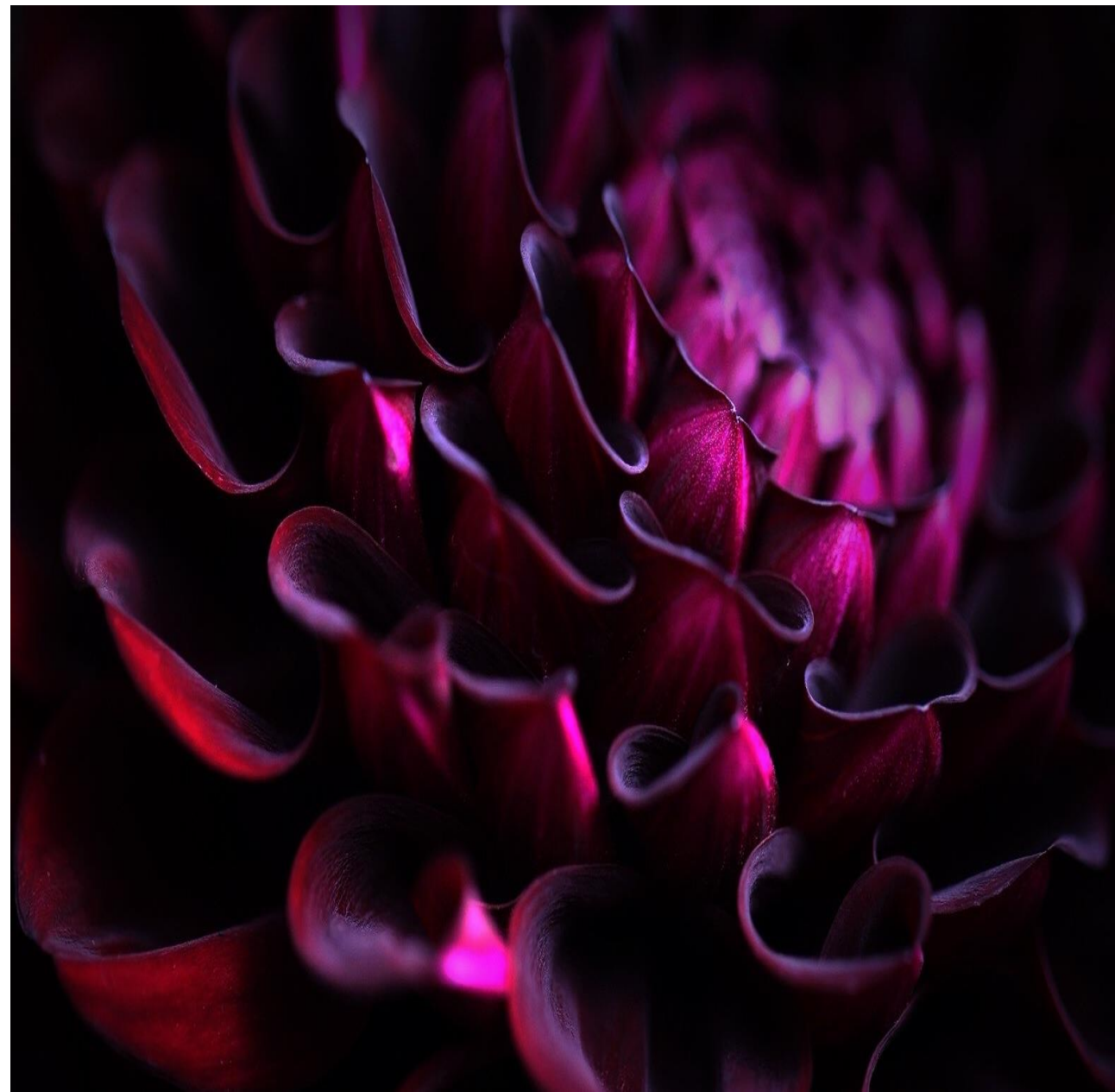
Questionnaire for teachers, in the framework of the "Strategic Partnership" Erasmus+ project



Participants - Colleges active in the social work education at the Department of Social Work, School of Health and Welfare, Jönköping University.

Sent to 20 colleges

Answered by 12 teachers



## 2. BRIEFLY DESCRIBE HOW YOU COULD INVOLVE SERVICE USERS` WITHIN SOCIAL WORK EDUCATION PROGRAMME

- Testimony /voíce
  - Service user is a wide group to involve, I try to make some service users voices heard in each of my courses, recorded talks, study visits or reading and discussing fiction books
  - I'm the course coordinator of the course "Social Work, Participation and Inclusion" and has for the last years had a service user lecturer in the course with cerebral palsy talking about his everyday life to the students.
  - By sharing stories about their perception of different situations in mental illness
  - An involvement could take place in several ways. For example, through theme days where representatives from user organizations are invited.
  - I'd like to have at least one unit manager as a guest speaker in one of my two courses (the other one already features these positions).
  - If ethics is not an issue they could be invited and talk about their experience. In other cases, we could talk about our experience with them. More of reflection around the matter.
  - In one of the psychology courses, the students carry out an observation of children. In another course on neuropsychiatric disabilities, a representative of one of these groups could come and give the lecture.

## 2. BRIEFLY DESCRIBE HOW YOU COULD INVOLVE SERVICE USERS` WITHIN SOCIAL WORK EDUCATION PROGRAMME

- As lecturer, seminar leaders
  - As lecturers, seminar leaders and researchers
- Study circles
- It is not simply in the courses that I myself hold in the program. One possibility right now is only to let students take part in research based on users' own experiences. Beyond own courses I see several opportunities in our program. Partly as a separate voice where users can participate and share their experiences. but above all that we teachers involve users or groups of users when we develop course elements that affect users in our courses.
- We can include them as lecturers, as part of our upcoming program council and as experts in assessments of examinations based on their experience and expertise.

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● Yes	4
● No	8

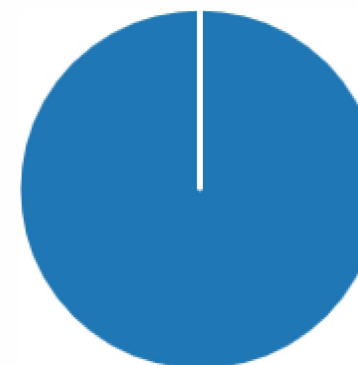


**3. Do you involve servii 1ce users in one or more programme components in which you teach or supervise, in research, in- service activities JU**

**4. You have indicated that you involve service users in your activities within JU. Can you indicate**

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● Teaching	4
● Research	0
● In-service activities	0



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### 5. Do the service users receive a fee for their contribution?

● as volunteers	0
● with remuneration (Occasiona...	0
● with compensation (travel, me...	1
● Others	1
● No	2






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### 6. Name/titre of the project

- The elderly project - study circle
- Course lecture
- Substance use
- Social work, participation and inclusion

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## 7. Type of activity

 Teaching	4
 Reasearch	0
 In-service activities	0

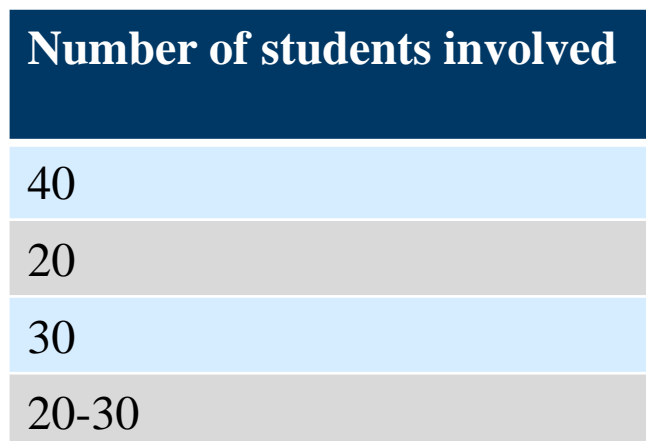


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## 8. Purpose of the involvement of (one) service user(s)

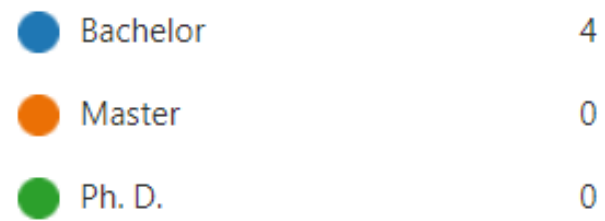
- Share experiences and new knowledge
- Leadership challenges in workplace changes
- Clarify users perspective
- The lecturer with cerebral palsy can only say a few words and uses the bliss alphabet and two personal assistants in the communication with the students in the classroom

## 9. How many students are (approximately) involved?



## 10. Level of graduate education




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[More Details](#)

### 11. Year of training





 first year	1
 second year	0
 third year	3



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### 12. Duration of the project

 ½ day	2
 1 day	1
 2 to 3 days	1
 > 3 days	0



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### 13. Who are the users involved

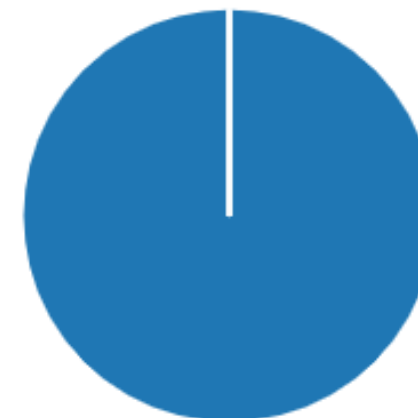
- A user 2
- A group of users 2



### 14. For whom does the user(s) speak ?

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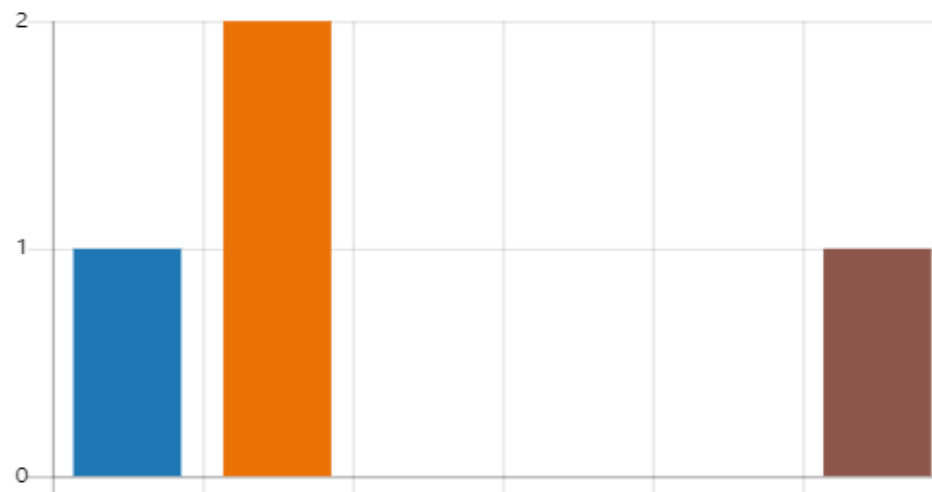
- The user(s) speak(s) for thems... 4
- The user(s) speak(s) for a Grou... 0



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### 15. How are users involded ?

- testimony 1
- dialogue with the students 2
- supervision 0
- cooperative project 0
- development of training conte... 0
- other 1



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### 16. This project is

- in your educational project? 4
- excluding pedagogical project... 0



## 17. YOU HAVE INDICATED THAT YOU DO NOT OFFER USERS OPPORTUNITY TO PARTICIPATE IN A TRAINING MODULE. CAN YOU GIVE THE REASON FOR THIS?

- Not appropriate in the courses I teach in
  - Has little teaching and it is difficult to include users in my teaching
  - I am responsible for scientific methods in the program
  - Today, I am not responsible for an appropriate course to invite users.
- It depends on what one mean with participation also, but I don't have any that I know of that has been involved with social services.
- Do not have that kind of focus on my moments. On the other hand, I show films where patients /clients share their story.
- I'm responsible for just one course in the programme right now and know that my colleagues involve users
- Is more focus on theoretical understanding than the individual's experience. With more time for neuropsychiatry, I could use a lecturer with own experience

## 18. WHAT ARE POSSIBLE OBSTACLES FOR YOU TO INVOLVE SERVICE USERS IN THE SOCIAL WORK PROGRAMME?

- Not appropriate in the courses I teach in
  - The courses I have is not suitable, theoretical Courses, and my research dont have that focus. But I have one project not started yet where we going to do collaborative research with services users
  - it has to do with the subject of scientific method
- If users are to be invited to the course, the element must fit into the course in a natural way and it also requires work to frame and discuss with the students about user participation. I also need to have contact with suitable people
- Finding the right people for the tasks
- it would not be ethically ok to invite them into my moments
- Time for the moment / Lack of time

## 19. WHAT ARE POTENTIAL MOTIVATORS FOR INVOLVING SERVICE USERS IN THE SOCIAL WORK PROGRAMME?

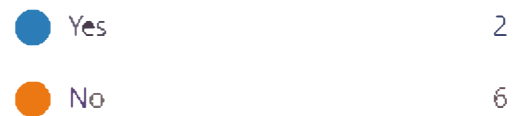
- Reduces the distance between (future) professionals and service users; Experience-based knowledge is important in co-creation of projects and students should be aware of this;
- Testimonials make the content clearer and more engaging; It gives lecturers new insights and access to new sources of knowledge.
- Lessen the hierarchy in research, the research will gain from their direct involvement, not just as subjects in a study but as partners. In education to get their experiences head on
- it is an important perspective for the students to take part in and it is important to include users in our education
- Their experiences are central to the knowledge our students should share.

## 20. WHAT ARE POTENTIAL MOTIVATORS FOR INVOLVING SERVICE USERS IN THE SOCIAL WORK PROGRAMME?

- Students often ask for stories from reality
- It is only with both theoretical understanding and personal experiences that you can really begin to understand something.
- If an arrangement with users is implemented that gives students the opportunity to reflect and apply their new experience with theoretical knowledge, it would add many aspects such as increased understanding of the importance of treatment but also hopefully an increased motivation to learn more to meet different people in their future careers
- There are several. Connection between education and the field of social work.
- To let students, get a broader picture of the working field

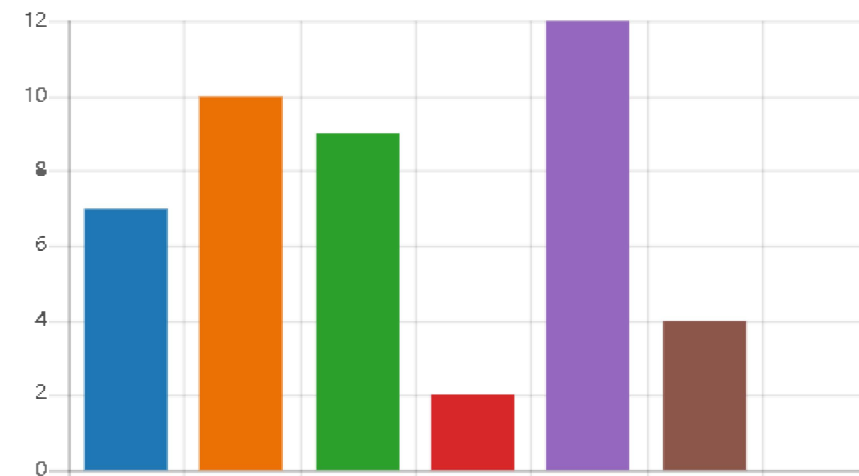
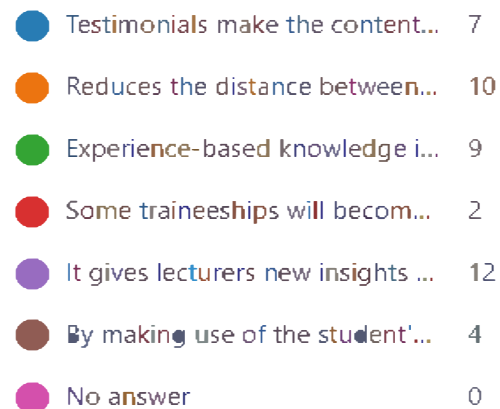
## 21. In the near future, do you have any plans to organize a training programme with the participation of service user ?

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## 22. What would you like to achieve by involving more service users in the Social work programme ? Several answers are possible

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# Focus Groups – Shared experiences around service user's participation in social work education

Two focus groups

- Included 5 teachers
- Duration 1.5 hour

# SOME THINGS DISCUSSED

## Concepts were discussed

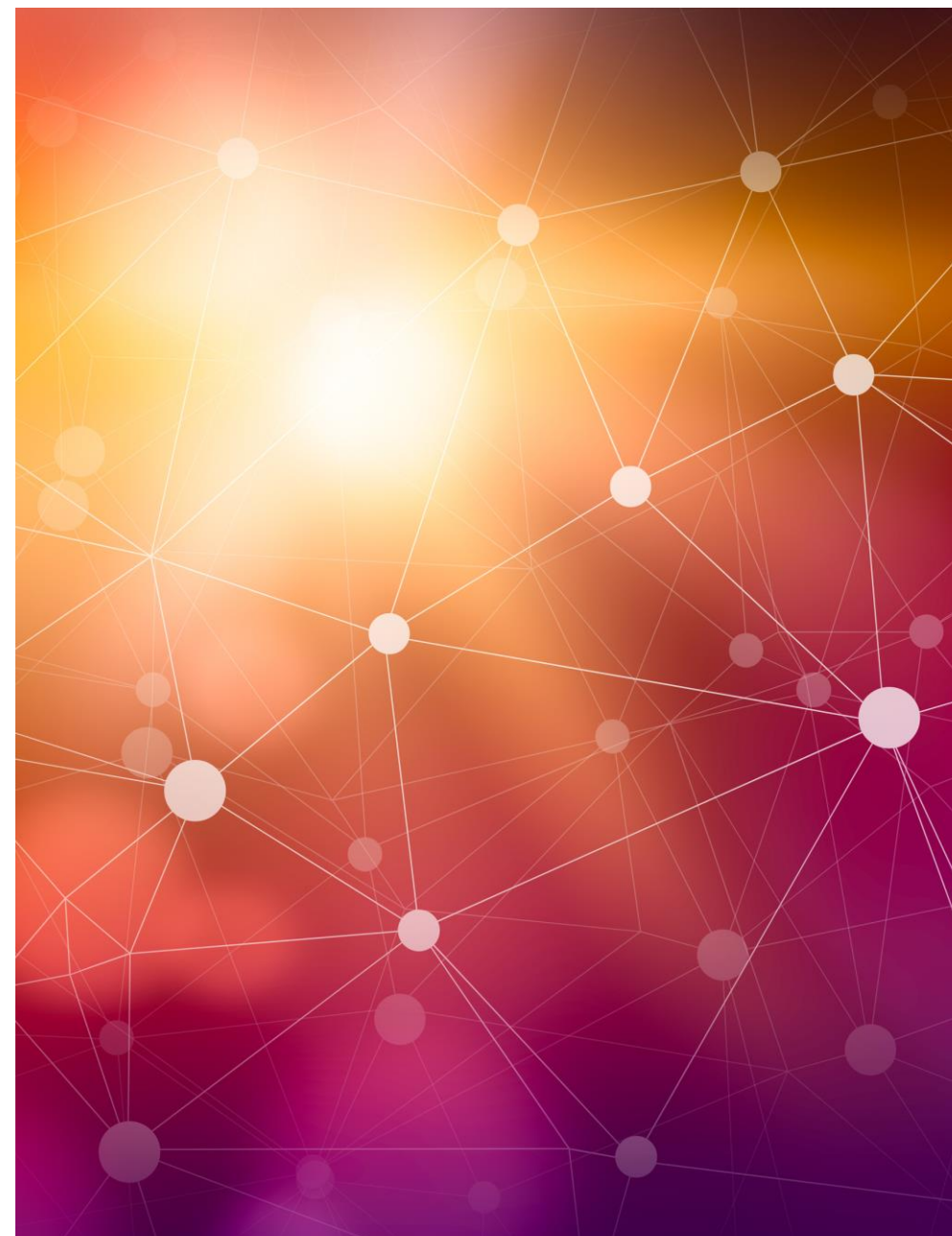
- Service user (brukare) – most used
- Client (or case) between professionals
- In practical work – Pupil, Youth, Elderly ect.
- What is a service user? - In need of help
- Service user's preference: Guests, Fellow human beings ect.
- The human view reflects which term is used

## Problems in social work education

- Stereotypes and labeling of service users.
- Reducing them to their stigma
- Service users become representant of the group
- Problem focus
- Teachers become filters for service users' participation

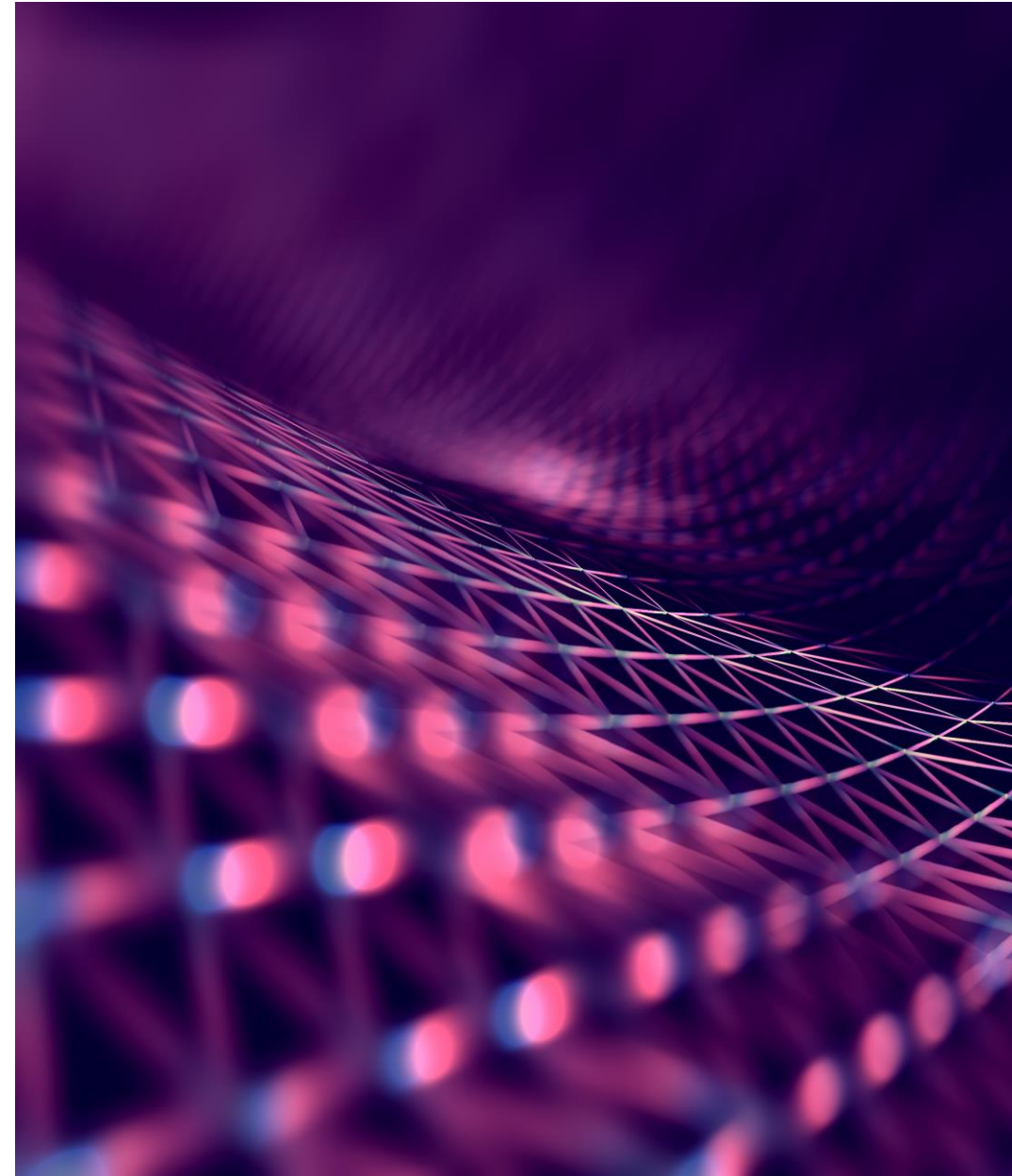
# BENEFITS

- Counteract stereotypes and labeling
- Contribute to awareness that the service user is more than his diagnosis
- Benefits the understanding service users
  - gives a nuanced picture /Real people, illustrative examples
  - as complex identities
  - and within context
  - avoid a we and them thinking



# DIFFICULTIES AND CHALLENGES

- Ethical problems
- Students as exposed (ongoing trauma, unqualified)
- Users as exposed (ongoing trauma, unqualified)
- Requires a lot of the teachers if students meet service users
- Linking experiences with service users to theories and concepts.
- Top down, on service users` terms.



# POSSIBILITIES FOR IMPROVEMENTS

- Documentaries, literature about or by service users for discussions and reflection
- Voluntary work (NGOs)
- Study visits
- Contact with Service users' organizations
- Service users share experiences
- Professionals share experiences
- Lectures in the field by service users, teachers and professionals
- Students can develop own learning possibilities
- Selectable service user course
- Service user's perspective in course - addiction, elderly, disability
- Add contact with service users to student's seminar card
- Students contact with municipality/ field tasks
- Personal professional development – PPU
- Credits for merits with Service user
- Add to learning goals – examination
- Service user in reference group concerning education.
- Service user included in the course planning



## PERSON IN NEED OF SERVICE

- Our suggestion to convey that being in need of service is just one among several aspects influencing a person's identity



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