

MAPPING ON PEDAGOGICAL ACTIONS REGARDING SERVICE USERS PARTICIPATION - SURVEY SERVICE USERS ARTVELDE UNIVERSITY OF APPLIED SCIENCES – March 2021 (AHS)

Characteristics of the respondents

In total, 37 respondents filled in the survey. 35 of them were lecturers in the department ‘bachelor in social work’, 2 of them in the department ‘graduate in social work’. 26 are female, 11 are male.

Definition of service users

In the project proposal, the term 'service users' was defined in very general terms. The participants were asked to describe briefly the term 'service users' within the SOW study programme. Respondents gave varied and multiple answers. It says something about the vagueness of the concept ‘service user’.

Four categories can be distinguished: each of us can be a service user, specific target groups, people who have a relationship with an organisation, the organisation itself. 40 % (N=15) described service users as ‘People who are making use of a social work organisation’. 19% (N=7) described service users as ‘People who live in poverty’. The respondents answered mainly from their own expertise and frame of reference.

Table 1. Definition of service users

Description	N=
People who are making use of a social work organisation	15
People in poverty	7
Every human being	6
Students	5
Service providers	3
People who are using HRM services	2
Social work organisations	2

People who are making use of mental health care	2
Older adults	2
Disabled people	2
Colleagues in school	2
Individuals and families who are making use of online (social) services	1
Vulnerable families	1
Immigrants	1
Residents of a neighbourhood	1
adolescents who are pregnant	1
Single mothers	1
Parents of deceased children	1
Prisoners	1
Homeless people	1
Dropouts from school	1
Dropouts from work	1

The involvement of service users in one or more of the course units in which you teach or supervise, in research, in-service activities within AHS?

73 % (N=27) of the respondents indicated that they use service users in their teaching, in-service training or research activities.

68% (N=25) of the lecturers involves service users in educational activities; 11% (N=4) during in-service training; 41% (N=15) in research activities; 5% (N=2) during other activities (not specified).

A lecturer who uses service users during in-service training testifies:

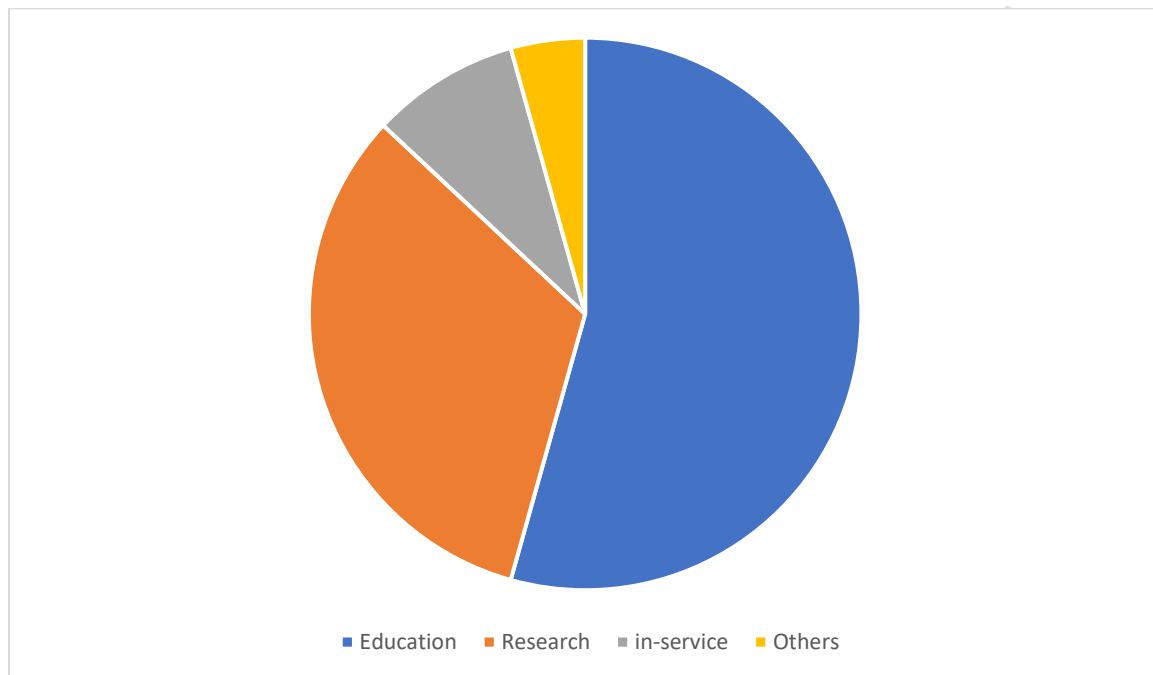
“Last year, the students of the bachelor project Sport Pakt went to play football with the ‘Gent Plantrekkers’. In this way, very informal contacts were made from which, afterwards, some in-depth interviews could be recorded. A scenario was then developed for an Awareness football tournament with the team but that could not take place due to corona.” (colleague X)

A researcher talks about his experiences with service users:

“For the ESF research project ‘Neighbourhood Campus’, I collaborated last year with a bachelor project group who questioned the young people of VZW Jes and VZW Jong (both

youth organisations) about what they would like to see in the public space of the new campus at Dok-Zuid (a new neighbourhood in Ghent). This year, as a follow-up, I talked to the young people of VZW Jong again and involved them in a "promotional film" for the Neighbourhood Campus project. (colleague Y)"

Fig 1. The involvement of service users in AHS



Description of the involvement of service users

The description of the activities was very diverse. Service users are involved in 23 course units within the social work education. These were all occasional activities with a variable time intensity (from 1 hour to 8 hours). There were no courses that dealt with service users in a structured way. Respondents indicate that service users are mainly used in the second and third year of training. The number of students who come into contact with service users varies according to the course. Students, social work field professionals and (trained) service users are involved during the lessons. The methods used during the courses are diverse: guest lessons (N=5), dialogue with students (N=4), students are interviewing service users (N=4), testimonials (N=2), intervision (N=2) et al.

“In the Bachelor project “Right to Education for children without legal residence” a UGent student was invited to testify about his school career in an illegal residence. Furthermore, this UGent student gave advice and feedback on the plan of approach that our 8 bachelor project students had developed. Obviously a win-win for all parties.” (colleague Z)

“Survey of museum staff members about the content of participation in their museum and survey of 300 museum users about how they would like to see participation implemented.”(colleague A)

“Guest speakers who work on cultural projects in prison, for example. 2 guest speakers per group (17 students per group). - especially a methodical story, how do you work from an idea - via process - to a product - and so on...”(colleague B)

“I make a visit to participatory practices (this year Campusatelier and OCUP) - we talked to both practitioners and participants (about how they experience this project, what added value it has for them, ...). I went with around 40 students (2x group of around 20 - visit of 1.5/2h).” (colleague C)

“In addition, all 2nd year students of worked with inhabitants of Gentbrugge on the complex project viaduct Gentbrugge. They questioned diverse residents/employees/... from the neighbourhood. (about 5h/student).” (colleague D)

Table 2. Description of the involvement of the service users.

Course unit	Purpose of the involvement of (one)service user(s)	Amount students	Who is involved?	How will the service user(s) be involved	Duration	Other
Social themes / target groups	to supplement and deepen the lessons on poverty (theory and experiences of the students) by entering dialogue with a trained expert in poverty.	15 students per semester	Trained experts in poverty and social exclusion	Dialogue with students	2 h	<i>"I am convinced of the importance of their testimony when dealing with this theme. As a 'middle-class' person, I can only speak about poverty from the sideline."</i>
Fieldwork exploration	testimonies of practitioners	N.A.	Work field practioners	students interview a practitioner	- testimonial lesson = 4 h - interview with the students = 1h	N.A.
Family justice and education (N=2)	participation of young people in juvenile care	N.A.	Young people of the non-profit organisation Cachet (former juvenile justice center-clients)	Guest lesson	3 h	- Internee accompanied by a welfare worker from a psychiatric institution, tells his life story, and how he goes through his internment. The professional first gives a fairly theoretical, legal explanation of internment. Afterwards, students can ask questions and engage in discussion. In the last part of the lesson, the professional explains the care system for internees and makes several links with issues from the testimony.

						<p>- This is linked to the presentation of a professional who explains the principles and the services of mediation. Afterwards, student scan ask questions</p> <p>- Young people from Cachet who come to talk about how they have experienced life in a facility for juvenile care. This is part of two lessons about youth care for 3 domains. In the other lesson, Saskia Van Nieuwenhove talks about her work in Nest, a shelter for victims of teenage pimping. She interlaces her story with her own experiences from her youth in youth services, and as such can also be described as a service user.</p>
Diverse courses	N.A.	N.A.	Students	N.A.	N.A.	students are service-users themselves (students in a training programme, residents of a municipality, members of a health insurance company, members of an association, etc.)
General assistance and service provision	bringing in experiences and thereby providing students with knowledge/insight and reflection	N.A.	Trained experts in poverty and social exclusion as invited speakers	Entering into dialogue with the students	Half a day	N.A.
Cooperation with organisations	the involvement of service users in the formulation of a shared ambition (and the road towards it), low barrier, making accessible ... importance of working in an	N.A.	N.A.	via lecture, possibly via interview incorporated into presentation, depending on which partnership is chosen	N.A	N.A

	organisation-conscious manner and how you can do this					
Poverty and social exclusion	-the exploration of poverty in a city -Learning how to work methodically with people in poverty.	N.A.	Trained experts in poverty and social exclusion as invited speakers	-Guest lesson -intervention moments with the students and people in poverty during internship training days.	N.A.	N.A.
Challenges in social work	N.A.	N.A.	Key note speakers from social work organisations	Guest lesson	N.A.	N.A.
Social work in international perspective	N.A.	N.A.	N.A.	local input (different EU countries) from service users is used	N.A.	N.A.
Global and local social work	N.A.	N.A.	Key note speakers from social work organisations	Guest lesson	N.A.	N.A.
HRM	N.A.	N.A.	N.A.	N.A.	N.A.	Within each olod we try to bring practice as close as possible to the students. This can be done by visiting companies, gaining practical experience in a separate part of the HR domain from the first year onwards, following up on current affairs in specialised

						<p>press (the user perspective is one of the perspectives), giving specific assignments, inviting guest speakers, projects...</p> <p>The programme is still in full development, but this perspective is embedded in the design.</p> <p>The total share has not been quantified yet, but I estimate it to be 5 to 10% of the training time.</p>
persons with a disability	N.A.	8 – 10 students	Persons with a disability their parents or relatives	Testimonial and dialogue with students	N.A.	N.A.
Internship (N=2)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Groups and communities	N.A.	N.A.	N.A.	N.A.	N.A.	<p>-The Lochting (garden community building) in cooperation with a center for social welfare</p> <p>-ESF project: connext for inclusion: game-based learning emphasis on co-creation</p>
bachelor project (N=6)	N.A.	6 students/ bachelor project	N.A.	<p>-students are searching and interviewing service-users</p> <p>- the perspective of participants is questioned – service users are involved in the co-creation of the</p>	N.A.	N.A.

				output (e.g. magazine)		
Conversation techniques	N.A.	All 2nd year students	N.A.	role-playing exercises	N.A.	N.A.
Politics and Policy	to present real-life stories/applications that make the link between theory and practice	All 3rd year students	Service users and experts in the issues from all possible target groups	interviews and testimonies during inspiration sessions	N.A.	N.A.
Working with groups (N=3)	N.A.	-Groups of 3 to 4 students per organisation/assignment. -Per group of 16 students, we strive for a mix of 4 types of target groups	vulnerable youngsters, seniors, persons with a (mental) disability, refugees, ... professional experts students themselves	3 th years Students prepare an activity or a group discussion 2 nd year via bundle about programming an agogic activity. to practise conversation skills in the role of a young person who knocks on the door of a social organisation	Implementation is 1 half a day, preparation: weeks in and outside lessons.	Work field supervisor gives feedback to students.

Performance and remuneration policy	to give students an insight into 'life as it is'	12 students	HR managers consultants	N.A.	4 x 2 hours	N.A.
Grief and loss (N=2)	to bring in concrete real-life stories from people who dealt with loss	40 students	People who dealt with loss, e.g. parents of a deceased child	-Testimonies of parents of deceased children, awareness-raising by organisations that deal with grief and loss in creative ways -interaction with students by asking questions	2 hours	N.A.
Intrafamilial violence	N.A.	N.A.	through students' own experiences and through professionals working with this theme	N.A.	N.A.	N.A.

Professional development	N.A.	N.A.	residents of a neighbourhood/off campus	N.A.	N.A.	N.A.
Buddy at the cradle (project)	To inform, support, guide, raise awareness.	30 students	N.A.	intervisions with fellow students and supervisors from midwifery and social work. Participation in projects such as vzw Léjo, Babynest.	4-6 hours	N.A.

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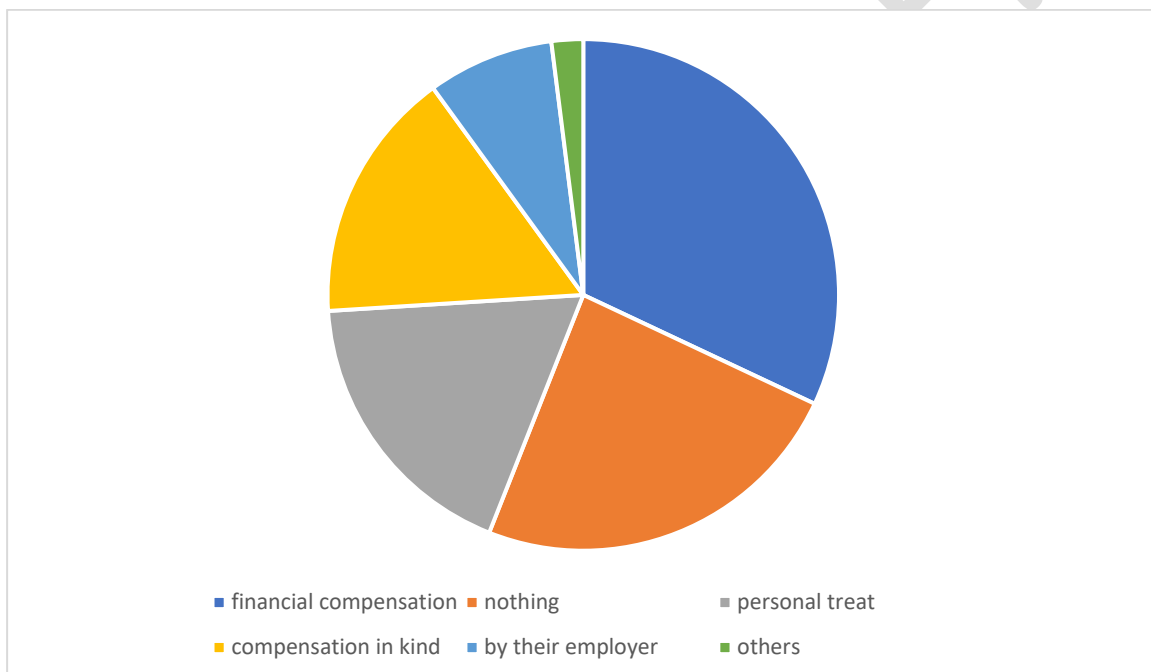
Do the service users receive a fee for their contribution?

73 % (N=27) of the respondents responded to this question.

59 % of the respondents (N=16) stated that they offer the service users a financial compensation as agreed in the department. 44 % (N=12) said that the service users don't receive anything.

33 % of the respondents (N=9) offer a personal treat paid by themselves (N=9) while 30 % (N=8) provide a compensation in kind (e.g. books). 15% (N=4) said that the service users were paid by their employer from their cooperation with an organisation.

Fig 2. Fee for the service users



Reasons why lecturers do not involve service users during their activities within the AHS.

27% of the respondents (N=10) answered to this question.

The main reasons why lecturers don't involve service users during their teaching activities are:

- It is difficult to implement in more theoretical courses, e.g. psychology, philosophy, ... (N=3)
- Practical issues (payment procedure, application, scheduling) (N=4)

- I do not believe in the one-time occurrence of service users (N=1)
- Lack of time (N=4)
- Lack of space (N=1)
- Lack of financial resources (N=2)

Possible barriers for involving service users (SU) in the SOW programme

The response rate for this question was 97% (N=36). The main barrier for involving SU in the SOW programme were lack of time (N=13), practical issues concerning organisation (N=6) and the low fee for the SU (N=6).

Table 3. Barriers for involving SU in the SOW programme

Barrier	N=
Lack of time	13
Practical issues concerning organisation	6
SU fee is too low	6
No time for an adequate welcome and support of SU	3
Lack of financial resources	3
administrative hassles	3
It is difficult to implement in more theoretical courses	2
Covid pandemic	2
Reluctance to burden the work field/SU	2
Misuse of the SU	2
Lack of (teaching) experience	2
Narrow definition of SU	2
I don't know where to find SU	1
Quality of the SU	1
None/N.A.	4

Possible motivators for involving service users (SU) in the SOW programme

Involving SU provides benefits for the students. The main reasons for involving SU in the SOW programme are that SU give input from real life (N=10), their testimonies stick to the students (N=5) and it helps students to learn the perspective of the SU (N=4).

There are also benefits for the SU themselves: it gives the SU a voice (N=3), it offers opportunities for growth for the SU (N=2), it stimulates mutual acquaintance and understanding (N=2), et al.

For lecturers the involvement of SU is food for thought (N=3) and it offers an added value in the learning process of both students & lecturers (N=2).

Table 4. Motivators for involving SU in the SOW programme

Motivator	N=
Real life input from the SU	10
Sticks to the students	5
Helps to learn the perspective of the SU	4
Food for thoughts for both students & lecturers	3
To give the SU a voice	3
Extra time	3
Extra space	2
Better fee	2
Makes the theory more concrete	2
Simple procedure	2
Can stimulate the student's interest	2
Can motivate the student	2
Added value in the learning process of both students & lecturers	2
Opportunities for growth for the SU	2
Confrontation	2
Mutual acquaintance and understanding	2
Elimination of clichés	1
Realistic perception of the SU	1

Creating a network for AHS	1
Having a good relationship with the SU	1
Promotion of professionalism	1
Incentive policy of AHS	1
Raising success rates	1
Increasing well-being of students	1

What would you like to achieve by involving more service users in the SOW programme?

The response rate for this question was 100% (N=37). 81% (N=30) agrees that testimonials make the content clearer and more engaging. The same number of lecturers is convinced that the distance between (future) professionals and service users can be reduced by implementing this methodology. 65% (N=24) of lecturers are seeing benefits for themselves: it gives lecturers new insights and access to new sources of knowledge.

Table 5. Achievements for involving SU in the SOW programme

Achievements	N=
1. Testimonials make the content clearer and more engaging	30
2. Reduces the distance between (future) professionals and service users	30
3. It gives lecturers new insights and access to new sources of knowledge	24
4. Experience-based knowledge is important in co-creation of projects and students should be aware of this.	23
5. By making use of the student's personal experiences, we increase their involvement in the programme	15
6. Some traineeships will become more accessible if we develop a partnership with service users	12
7. Others	8