



Transforming the Field  
Education Landscape

# TFEL WEBINAR

## The Role of Service Users in Social Work Education

Invited Keynote

**Dr. Sandra Engstrom**

**University of Stirling, Scotland (TFEL Partner)**

**Student Presenters**

**Nicole Brown & Nikki Cheslock**



Transforming the Field  
Education Landscape

The Transforming the Field Education Landscape (TFEL) project is supported in part by the Social Sciences and Humanities Research Council of Canada.

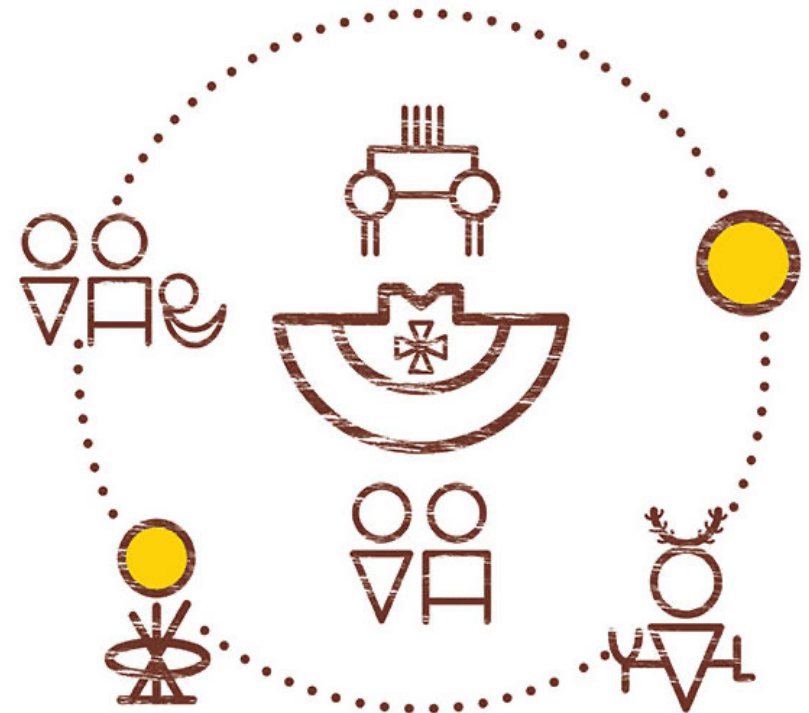
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# TERRITORIAL ACKNOWLEDGEMENT

The University of Calgary respectfully acknowledges the traditional territories of the people of the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

*L'Université de Calgary reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les Pieds-Noirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer notre communauté si vivante.*



ii' taa'poh'to'p

University of Calgary Office of Indigenous Engagement

# INTRODUCTIONS

## **Dr. Julie Drolet, PhD, RSW**

- Julie is a Professor in the Faculty of Social Work at the University of Calgary and the director of the TFEL partnership.

## **Dr. Sandra Engstrom**

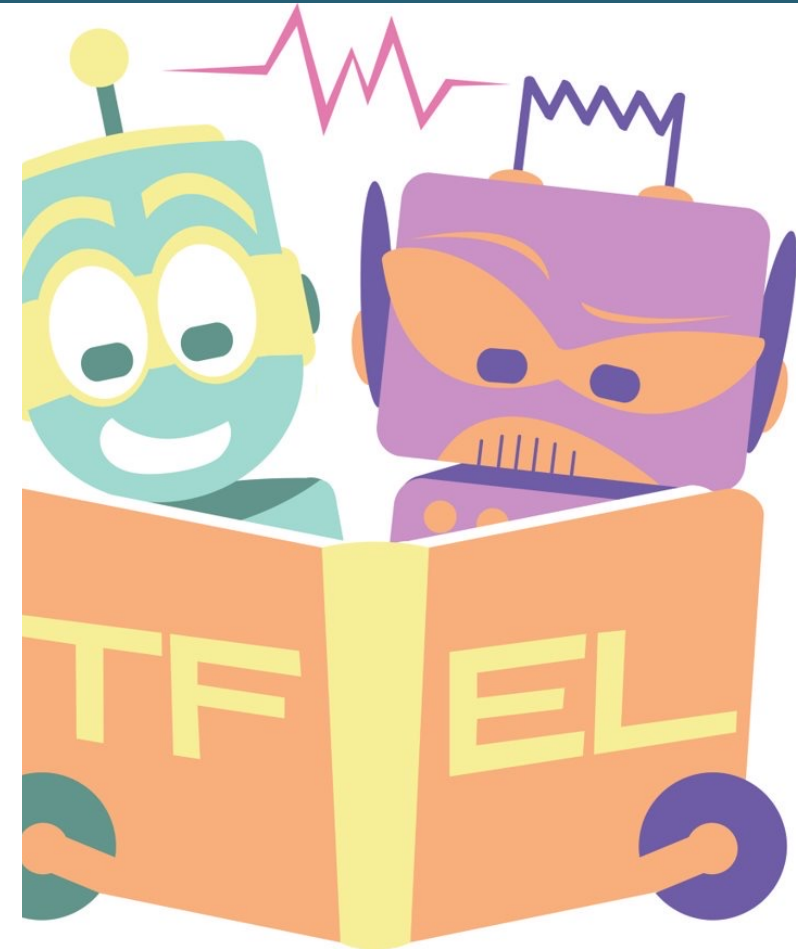
- Sandra, our keynote speaker, is a Social Work Lecturer at the University of Stirling in Scotland. The University of Stirling is a TFEL partner

## **Nicole & Nikki**

- Nicole & Nikki are both research assistants with the TFEL project and are both fourth year social work students at the University of Calgary. Nicole is taking her program through Virtual Learning Circles (VLC) and Nikki is taking her program in Calgary.

# AGENDA

- **The Role of Service Users in Social Work Education**
  - Dr. Sandra Engstrom, University of Stirling, UK
- **Literature Review**
  - Who are Service Users?
  - Methods & Search Strategy
  - Findings from the Literature Review
  - Recommended Readings
- **Group Discussion**
- **Concluding Thoughts**





# TRANSFORMING THE FIELD EDUCATION LANDSCAPE PROJECT

- Transforming the Field Education Landscape (TFEL) is a partnership project that aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.
- TFEL is particularly interested in exploring how social users may transform field education.

# INVITED KEYNOTE

**Keynote Speaker: Dr. Sandra Engstrom**

- **Social Work Lecturer at the University of Stirling in Scotland**
- **UNITY**

# SERVICE USERS IN THE LITERATURE

## Who are Service Users?

- The term 'service user' is "to cover the wide and diverse group of individuals who are involved in, or who use social work services" (Lucas & Thomas, 2020, p. 1).
- Service users can refer to clients or people who receive or has previously received social support and/or community services" (Schön, 2015 & Ramon, Grodofsky, Allegri, & Rafaelic, 2019).
- Additionally, the term such as service user can include people who are students, practitioners, academics and professionals (Hughes, 2017).
- Other terms for service users include patient, carer or experts by experience (Hughes, 2017).





# GOAL OF THE LITERATURE REVIEW

- Our role in this project was to conduct a literature review on service user involvement in social work education and to complete an annotated bibliography.
- The goal of the literature review was to examine how service users may be part of transforming field education, preparing students for practice, and expand the learning in social work field education.
- In the United Kingdom (UK), there is legislation to ensure that service users are involved in all levels of social work education. Similar legislation does not exist in North America.

# METHODOLOGY & SEARCH STRATEGY



A consultation was held with a social work librarian to develop a search strategy using the following University of Calgary Library databases:

- Academic Search Complete
- CINAHL Plus with Full Text
- Google Scholar
- Social Work Abstracts
- SocINDEX with Full Text
- Web of Science

# METHODOLOGY & SEARCH STRATEGY



Online library search was conducted using the keywords:

- “Service user” AND “Social work\*”
- “Carer” AND “Social work\*”
- “Mentorship” AND “Social work”
- “Carer involvement” AND “Social work”
- “User” AND “Social work”
- “User led” and “Social work” AND “Education”
- “Social work education or curriculum” AND “Service user” AND “Education”
- “Service user” and “Social work\*” AND “Research”

# METHODOLOGY & SEARCH STRATEGY



- The search included peer reviewed articles in English, published between 1990-2020, then narrowed search to 2000-2020, then 2010-2020.
- Mendeley was used to remove duplicates and share files.
- Titles, abstracts and conclusions were read.
- Results included 32 articles; of these, 18 articles were mapped into the following themes:
  - Service users and research involvement
  - Service users and social work education
  - Service users as educators
- No literature was found on service users in field education.

# SERVICE USERS & RESEARCH INVOLVEMENT

- Service users are involved in research with the use of Participatory Action Research (PAR) (Biskin, Barcroft, Livingston, & Snape, 2013).
- Accentuates a co-learning environment (Loughran & McCann, 2015; McGlade, Taylor, Killick, Lyttle, Patton, & Templeton, 2020).
- Addresses underlying social issues impinging on the experiences of those who find themselves dependent on social services (Biskin, Barcroft, Livingston, & Snape, 2013; Cabiati & Panciroli, 2019).

## Service User Involvement in Research (Biskin, Barcroft, Livingston, & Snape, 2013)

Identifying Topics

Peer Reviewing Proposals

Developing and Designing Research

Managing/Undertaking Research

Interpreting Findings

Training of Peer Researchers

Action/Outcome Following Research

# SERVICE USERS & SOCIAL WORK EDUCATION

- Service user involvement (SUI) can be found in numerous aspects of social work educational programs by “primarily teaching, planning and delivery, admissions, and preparation for practice education” (Allain et al., 2006; Baldwin and Sadd, 2006; Beresford et al., 2006; Brown and Young, 2008; O’Connor et al., 2009, as cited in Skoura-Kirk, Backhouse, Cecil, Keeler, Talbot & Watch, 2013, p. 561).
- Service users in social work education also participate regularly in the design, delivery, and evaluation of the social work curriculum (Laging & Heidenreich, 2019).
- When service users perceive their contribution as a positive experience for students, they feel that they are engaging in meaningful efforts (Ramon, Grodofsky, Allegri, & Rafaelic, 2019).

# SERVICE USERS AS EDUCATORS

- Aligns with social justice and anti-oppressive frameworks (Cabiati & Panciroli, 2019).
- Provides further opportunities for students to expand their learning beyond traditional perspectives of professional bodies and educators (Cabiati & Panciroli, 2019; Kam, 2020).
- Can help social work students “genuinely listen to service users' opinions, become more responsive to meeting their needs, put aside professional authority, and engage in more equalitarian relationships” (Kam, 2020, p. 777).

# CONCLUSION

- Literature in this review indicates that service users have been an asset to transforming social work education in the United Kingdom.
- Gaps in the literature, when looking at involvement of service users in social work education, are evident in field education. There were no published articles on service users in social work field education.
- Future research on service users in social work field education is needed.



## RECOMMENDED READINGS

- Bell, J., Fraser, M., Hitchin, S., McCulloch, L., & Morrison, L. (2020) Service user involvement in professional skill development: Planning and delivering a skills practice workshop. In Beresford, P., Cameron, C., Duffy, J., Casey, H., & McLaughlin, H. (Eds.) *The Routledge Handbook of Service User Involvement in Human Services Research and Education*. Routledge International Handbooks. Abingdon: Routledge. <https://www.routledge.com/The-Routledge-Handbook-of-Service-User-Involvement-in-Human-Services-Research/McLaughlin-Beresford-Cameron-Casey-Duffy/p/book/9781138360143>
- Biskin, S., Barcroft, V., Livingston, W., & Snape, S. (2013). Reflections on student, service user and carer involvement in social work research. *Social Work Education*, 32(3), 301–316. <https://doi.org/10.1080/02615479.2012.656267>
- Hitchin, S. (2016). Role-played Interviews with service users in preparation for social work practice: Exploring students' and service users' experience of co-produced workshops. *Social Work Education*, 35(8), 970-981. <https://doi.org/10.1080/02615479.2016.1221393>
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## RESOURCES ON TFEL WEBSITE

- The Role of Service Users in Social Work Education Annotated Bibliography will be made available on the TFEL website by December 1, 2020.
- Synthesis of the literature review will be available on the TFEL website by December 15, 2020.



## GROUP DISCUSSION

- What are some thoughts/ideas around how we can involve Service Users in field education?
- Any ideas how we can incorporate Service Users in Field Practicum?

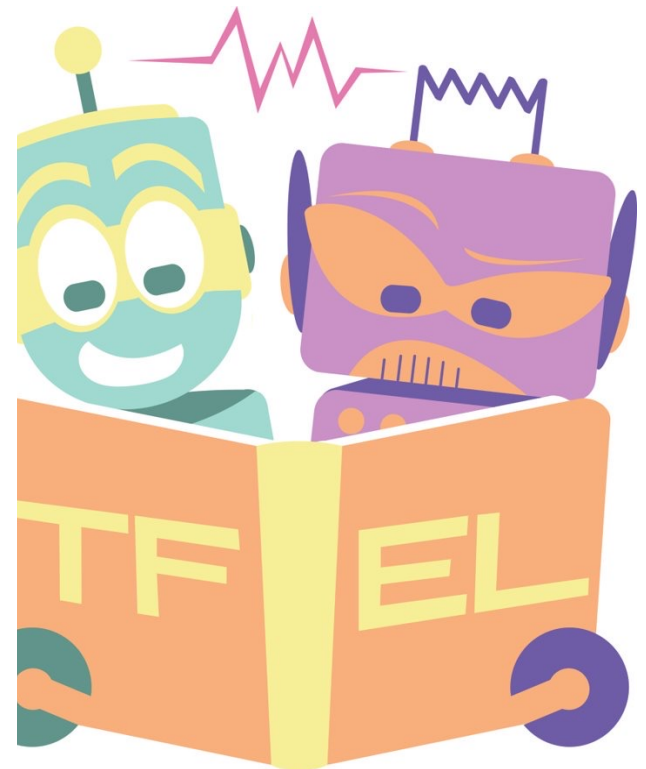


## NEXT STEPS

- What is the next step for TFEL project with Service Users?

# CONCLUDING THOUGHTS

- Comments
- Questions?



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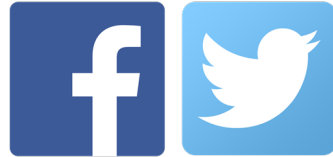
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