2.7 Core and Theme sections

Core 1: Unit 1 - User involvement in health and social services

This unit builds understanding of user involvement in health and social services. It has 4 parts.

- **Part A**: Language in user involvement

  ω Users, carers and the public - who do we mean?

- **Part B**: What is user involvement? Why is it important?

  ω What is user involvement?

  ω Why is user involvement important?

- **Part C**: Views about user involvement

  ω Whose view do you represent?

  ω What have I done and what do I bring to user involvement?

- **Part D**: Health and social services

  ω Health and social services in the Department of Health

  ω What are health and social services doing to support user involvement?

Core 2: Unit 2 - What does user involvement mean for me?

This unit focuses on what user involvement means for you, both personally and practically. It has 4 parts:

- **Part A**: Personal experiences of health and social services

  ω Personal experiences of services: How have they influenced me?

- **Part B**: Learning from others

  ω Staff and user consultant experiences of user involvement

- **Part C**: Practical issues in user involvement

  ω Expectations for support

  ω Strategies for success

- **Part D**: Problems and benefits in user involvement

  ω Coping with criticism as a user consultant

  ω Benefits and problems in user involvement

Core 3: Unit 3 - Feeling empowered in user involvement

This unit builds understanding of what needs to happen so you feel empowered in user involvement work. It has 4 parts:

- **Part A**: Power and empowerment in user involvement

  ω Power and empowerment in user involvement

- **Part B**: Responsibilities in user involvement

  ω Accountability – everybody's business

- **Part C**: Advocacy and user involvement

  ω Speaking up – doing advocacy work

- **Part D**: User involvement approaches

  ω User involvement approaches

Theme 1: Unit 4 - Involvement in service planning and improvement

This unit extends your knowledge and helps you apply learning from the Core to service planning and improvement. It has 4 parts:

- **Part A**: What is service planning and improvement?

- ω Service planning and service improvement: What is it? What is its purpose?

- ω Opportunities for user involvement in service planning and improvement

- ω Why have user involvement in service planning and improvement?

- **Part B**: Learning from examples of service planning and improvement

  - ω Examples of user involvement in service planning and improvement

  - ω What could user involvement in service planning and improvement mean for you?

- **Part C**: Involvement in audit

  - ω What happens in audit?

  - ω Examples of user involvement in audit

  - ω What could user involvement in audit mean for you?

- **Part D**: Preparing for user involvement in service planning and improvement

  - ω Top tips for positive user involvement in service planning and improvement

ω Getting ready for user involvement

Theme 2: Unit 5 - Involvement in research and development activity

This unit extends your knowledge and helps you apply learning from the Core to research and development activity. It has 8 parts:

- **Part A**: What is research and development?

    ω Research and development: What is it? What is its purpose?

    ω The research and development cycle

    ω Different types of research

    ω Research governance

    ω Why have user involvement in research and development?

- **Part B**: Consulting about research

    ω What does consulting about research mean?

    ω Examples of user involvement in consulting about research

    ω What could user involvement in consulting about research mean for you?

- **Part C**: Commissioning research

    ω What does commissioning research mean?

ω Examples of user involvement in commissioning research

ω What could user involvement in commissioning research mean for you?

- **Part D**: Doing research

   ω What does doing research mean?

   ω Being a researcher

   ω Examples of user involvement in doing research

   ω What could user involvement in doing research mean for you?

- **Part E**: Managing research

   ω What does managing research mean?

   ω Examples of user involvement in managing research

   ω What could user involvement in managing research mean for you?

- **Part F**: Disseminating research

   ω What does disseminating research mean?

   ω Examples of user involvement in disseminating research

   ω What could user involvement in disseminating research mean for you?

- **Part G**: Evaluating research

  ω What does evaluating research mean?

  ω Examples of user involvement in evaluating research

  ω What could user involvement in evaluating research mean for you?

- **Part H:** Preparing for user involvement in research and development

  ω Top tips for positive user involvement in research and development

  ω Getting ready for user involvement

2.8 General units

There are several 'general' units in the training. These are designed to wrap around the training and facilitation meetings. If the trainer uses them, they will customise each to suit the training programme that they create for your group.

Introduction to the Section Unit

There is a short unit to use at the beginning of each training meeting. It is longer for the first training meeting because there are more things to cover. It will be quite short on all

other occasions. It makes sure that you are ready for the training section you are about to do, familiar with your surroundings and know who you are working with in the group.

Review and Next Steps Unit

If the trainers do this unit, it occurs at the end of each training meeting to prepare you for the following section you will do. The trainer will check that you understand the personal exercises for the section you have just completed and are ready for the Link Time meeting. You will discuss any issues that arise over the day that have not been dealt with. You will also discuss how the day has gone for you and complete a training process survey.

Reflection Unit

If the trainers do this unit, it occurs at the start of the second and following training meetings. It is used at the beginning of the training meeting so you can ask questions about previous training you have completed, and share your progress from the Link Time meetings. You have the chance to discuss any issues with the whole group, and gain support and ideas from other participants and the trainers.

2.9 How to decide if the resource is valuable?

As described earlier in Section 2.1: Why has this resource been created? the resource creates a valuable opportunity to contribute to the evidence base for user involvement work. This will happen in two ways: through gaining your opinions and through using other information gained through the training and facilitation process.

Participant's opinions

Your opinions of the training and facilitation resource will be gained by asking **you** to do these things:

- **Before the training starts** fill in a short survey about what you understand and can do in user involvement - this is the 'pre-training survey.'

- **During the training** discuss how each day of the training goes for you in the Review and Next Steps Unit. The trainer will write down what you say (no names will be used) and keep it for the evaluation. At this time you will also fill in a short survey about that training section - this is the 'training process survey'.

- **After the training is finished** fill in another short survey about what you believe you understand and can **now** do in user involvement - this is the 'post-training survey.'

Other evaluation information

There are also some others things for the trainer to do that will help gain information for evaluating the resource.

- **Information on the 'talking wall':** Trainers will set up a 'talking wall' for each day. These are post-it notes or small cards that you can write on throughout any unit to capture comments, questions or issues that you want to explore further. You will stick these to an area of the training room that the trainer sets aside as the 'talking wall' area. At the end of each training meeting you will address these issues in the 'Review and Next Steps' unit.

  Trainers will indicate what action was taken or recommended for each issue put on the wall, then submit this information for the evaluation. This information gives an indication of issues that you need or want to have covered and may not be covered by the content. It suggests changes or further strategies for supporting users, carers and the public in doing user involvement work.

- **Debriefing after training sessions** - All trainers involved with the training programme and presenting on that day will debrief after each training meeting. They will assess how the training is going for participants, and what it is like personally in running the training. They will write notes about what was discussed and any plans made, clearly indicating what section of the training these notes are connected to and submit them for the evaluation.

It is possible that people in the Link Person role may be invited to comment on their experience of the training and facilitation resource, specifically their facilitation role, and what they think participants gained from it.

3. How to use the training and facilitation resource

3.1 The Participant Handbook

This Introduction to the training and facilitation resource is the first section of your handbook. You receive the other sections during the training. There are three main sections you will receive: Unit Introductions, Unit Parts and Link Time notes.

Unit Introduction

In any core or theme unit, the first file you will get is the Introduction. It provides a summary of the unit and has these sections:

- **Why is this unit important?**: An explanation of why this unit has been included in the training.

- **What will you learn by doing this unit?**: A list of the things that you will know after doing the unit.

- **Summary of parts and content of this unit**: A table showing each part and activity in the unit.

Unit Parts

In each unit part, the 'Why is this unit important?' and 'What will I learn in this part?' sections from the Introduction are

repeated but only include what is **relevant** to that part. The rest of the parts will have these sections:

- **Skills you will strengthen or develop**: This identifies what specific skills you will work on during that part and at what level (see Section 3.5: Skills ratings for more information).

- **Activities**: Each activity in a unit part starts on a new page. There may be one or more aspects of the activity. Each one will have its own heading and scribble boxes for taking notes.

- **Personal exercises**: These are follow-up activities that you can do after the training. They help you extend and reflect on work done within any unit part.

- **Case examples**: Case examples relevant to each unit part are provided. Many are directly presented in activities. If you have guest presentations, you will also hear about further case examples. The case examples help you know what user involvement work is happening and where. You can choose to contact the people or place listed in the example if you want to know more information.

- **Useful information for participants**: This section may include websites or readings that you may find useful to get. An 'ease of reading' rating is given (see Section 3.6: Ease of

reading ratings for more information). The Link Person can help you with this if you have any difficulty getting them. The sources used for the ideas presented in the unit part are also listed here.

Link Time

The trainer will also give you a **Link Time** section. This gives you a summary of what you will do in the Link Time meetings. You will take this to these meetings and use it to write notes about what happens or things you want to remember.

3.2 The Trainer Handbook

The Trainer Handbook matches the **Participant Handbook** and contains all the information that trainers need to prepare for and run the training. The Trainer versions have exactly the same sections as the Participant Handbook with two additions. There is a Background Information section to provide trainers with additional material that they can use during that unit part if needed. There are also specific instructions for the different activity options they may choose to present.

3.3 The Link Person Handbook

A Link Person will be identified in each service that has participants in the training. Their job is to facilitate the Link Time meetings for all Core and Theme units. Link Time meetings can happen on the same day as the training, usually as the last activity for the day, or at a later date. How this is organised this depends on what is in the training programme, availability of Link Time people and you as the participant.

The Link Person Handbook is the guide for these meetings. It will help the Link Person know what was covered in each area of the training and what activities they can do with you to build on the training, and connect you with people in their health or social service.

3.4 Colour stripes to code sections

There are several coloured stripes used on the right-hand side of the handbooks to indicate what the different activities are. Here is a list of all of them:
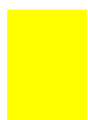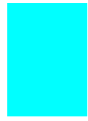
Yellow = Introduction

Red = Activities

Purple = Personal Exercises

Aqua = Case Examples

Orange = Useful Information

Blue = Link Time

Pink = Appendix

3.5 Skill ratings

Each part of every unit has a list of skills that you will develop or strengthen by doing that part. This list may include the following skills:

- Thinking about language and meanings

- Thinking about issues

- Thinking about case examples

- Dealing with conflict

- Developing and presenting an argument

- Negotiation

- Personal reflection

- Planning what to do next

- Reviewing personal progress

- Setting goals

- Speaking in large groups

A rating system of Level 1 to Level 3 is used. This helps trainers to match their group's learning needs with the skill level in an individual part. The criteria are:

- **Level 1:** Activities focused at Level 1 will help you to increase awareness of, start developing, or observe and think about the named skill area.

- **Level 2:** Activities focused at Level 2 will help you question and discuss, extend knowledge or understanding of, or provide further practice with the named skill area.

- **Level 3:** Activities focused at Level 3 will help you demonstrate and apply knowledge, understanding and/or ability in the named skill area.

Activities in the Core Units are at Level 1 and 2, while activities in the Theme Units are at Level 2 and 3.

3.6 Ease of reading ratings

In the 'Useful information for participants' each useful website or reading has an ease of reading rating of: excellent, good or average. Anything that was considered poor was not included. The ratings are based on these criteria:

- **The audience for whom it was written**: Websites or readings that are designed for users, carers and the public are more likely to rate as good or excellent. Those that are directed at health and social service staff may also have valuable information for users, carers and the public, but have not been written with them in mind. They tend to be rated as average.

- **Who wrote it**: Readings and websites written by users, carers and laypeople usually pay more attention to language and reaching a wide audience. However, if they are writing for health and social service staff then they may use more jargon. Those written by health and social service staff rate better if they show that they are aware of reaching a wider audience and make an effort to avoid or explain jargon, replacing it with straightforward language. If not, then they usually rate as average.

- **Overall length**: Shorter readings may get a better rating but this is not always the case. Some long documents that are written for users, carers and the public do well on the other criteria so will be rated as good or excellent.

- **Level of jargon and technical language**: Readings of websites written for health and social service staff are more likely to have jargon and technical language that is not explained. The authors assume that their audience understand the meaning, so they are more likely to be rated as average. Those readings and websites that do not use jargon, or do use it but provide clear explanations, are usually rated as good or excellent.

- **Organisation**: This means the layout of websites or readings and how easy it is to find information. Some websites have good and valuable information, but do not have obvious page links or a good search method on the website to locate things. Some readings/documents do not have a clear contents list or index to quickly find information you need. If so, they rate as average rather than good or excellent.

The final rating given to a useful website or reading depends on how well it meets all of these criteria. Here are some examples from different parts of the resource.

An 'Average' example

In Core 1: Unit 1 - Part D a 'useful website' listed is a section of the Department of Health. It is where you find a recent article called: 'Patient and public Involvement: The future picture.'

This is a fairly short summary of the user involvement structures that have been created in the Department of Health to support user involvement. Although being short should make it a good or excellent example, there is some health and social service jargon that may not be familiar to users and carers even though they will need to learn it in doing user involvement. Health and social service staff have written it for both users/carers and health/social service staff. If you want to know more there are no direct links to take you to other documents. The Department of Health website has lots of useful information on it for users and carers, but it is not always easy to find what you need if you are not familiar with health and social service language. Sometimes when you do find things the location of the information may move and it is hard to find it again even though you use the same web link or web address.

A 'Good' example

In Core 1: Unit 1 - Part C a 'useful reading' listed is called: 'The Kit. A guide to the advocacy we choose to do. A resource kit for consumers of mental health services and family carers.'

It is a very long resource that has many different parts in it. It was written directly for service users and carers to help them be prepared for user involvement work, especially doing advocacy. It was written by a group of service users and health and social service staff members who worked in partnership. Together they identified the most important things to include in the resource and what language to use. This makes it directly relevant to users and carers. Even though it is long, a positive thing is that it uses straightforward language. If jargon is used it is explained. It is also organised into logical sections so you can find what would be most useful to you.

An 'Excellent' example

In Theme 2: Unit 1 - Part D a 'useful website' listed is called: 'The Us as Experts Forum' – it is a free online discussion group. It has been set up and is run by mental health service users who are undertaking or interested in research into mental health issues. The Mental Health Foundation hosts it. It is

designed with other service users and carers in mind, so the website is friendly and it is easy to follow instructions to join the forum. It is also easy to locate other things of interest on the Mental Health Foundation website. By joining the forum users and carers talk to each other about things that are of most interest to them. They decide on the focus of discussions and use language that helps them to understand each other so they can share their expertise and knowledge.