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Outcomes focused service user and carer involvement in social work education: applying knowledge through involvement to practice

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Abstract

This paper discusses an innovative approach connecting service user and carer involvement (SUCI) in social work education to social work practice. The research team, comprised of service users, carers, social work students and module leader, worked collaboratively democratising the research process. At the University of Dundee a core social work module facilitates for students to spend 15 hours with a service user and/or carer (host) gaining a unique insight into their everyday lives. During this time hosts and students discuss two policy practice questions, responses to these questions are generating annual qualitative data, with study findings being disseminated at local and national level. The experiential learning students acquire from spending time with their host becomes the site of knowledge creation through involvement that is applied to practice. This paper reports on the narratives emerging from the longitudinal data (2012-15, n = 90) on the changing landscape of social care in Scotland and the dissemination of project findings. We explore the intersection where the voices of service users and carers, student learning and social work practice coalesce. A model of outcomes focused SUCI is introduced as a template for meaningful, sustainable and outcomes focused SUCI in social work education.

Key Words: Social work education; User involvement; Knowledge; Outcomes; Social work practice

Introduction

Debate around service user and carer involvement (SUCI) in social work education is maturing as the process of involvement is problematized. The context of involvement is being revisited through calls to broaden the focus on the ‘how’ of involvement to also include the ‘impact’ of involvement on student learning, social work practice and, ultimately the lives of service users and carers. The genesis of the SUCI in social work education debate is threefold, located in the mandatory requirement for SUCI in social work education (Scottish Executive, 2003), epistemological debates around knowledge production and what is valued as knowledge for social work education and practice (Beresford and Boxall, 2012), and outcomes of involvement in practice. Robinson and Webber’s (2013) review of the SUCI literature found no empirical evidence on outcomes in practice, however, a recent paper by Tanner *et al.* (2015) has begun to address this omission.

This paper will contribute to moving this debate forward through providing a model for outcomes based SUCI in social work education, linking involvement to knowledge creation that is taken into practice. The model draws on data from work completed by social work students whilst spending time with service users and carers as part of a core module, Community Care and the Caring Experience (Caring Experience), MSc Social Work, University of Dundee, Scotland. The research team (module leader, three MSc Social Work students and three members of the university Carers and Users (CU) group) have worked collaboratively drawing on individual strengths to analyse and disseminate the study findings to local and national stakeholders involved in social care, and to write this paper.

The paper first situates the study within the literature on SUCI, the Caring Experience module and the study methodology. The findings are then discussed and connections made with student learning as a site of knowledge production that is disseminated in social work practice. Whilst this study is located within the policy and practice context of social work in Scotland, our model for knowledge creation through SUCI that is applied to practice, provides a template for use in different professional and international contexts.

Literature Context: Service User and Carer Involvement in Social Work Education

Over the last decade service user and carer involvement (SUCI) has moved from being a marginal activity, perceived as an innovative addition to students' learning, into the mainstream of social work education. Policy intervention can be identified as a primary catalyst for this change, and certainly making involvement mandatory on qualifying programmes in Scotland (Scottish Executive, 2003) and the rest of the UK (Department of Health, 2002), has been influential at a strategic level. However, the work of the disability movement and disability theorising can't be overlooked in laying the foundations in challenging expert knowledge and the valuing of other knowledges (Beresford and Boxall, 2012). This is coupled with the framing of social work education within a discourse of social justice, inclusion and anti-oppressive practice (Levin, 2004). In contrast, within the broader field of SUCI in social work practice and research a managerialist/consumerist approach prevails.

The managerialist approach is embedded within the prevailing neoliberal discourse that has reshaped social work over recent decades. It has utilised user involvement and partnership working as a means to sustain structures of oppression and marginalisation at the same time as cost cutting through austerity. Involvement framed within neoliberalism has failed to achieve meaningful redistribution of power, as the scope for individual service users to achieve a voice and responsibility in decision making has been within narrowly defined boundaries. Involvement has been understood as a bureaucratic requirement rather than a meaningful redistribution of power. As McLaughlin (2009:1106) argues, '[T]he act of involving service users has become more important rather than providing more effective services'. Thus a culture has emerged that has valued a consumerist and procedural approach to practice over activism, change and social justice, leading to SUCI becoming a mechanism for sustaining, not challenging, the hegemonic discourse (Cowden and Singh, 2007; Carey, 2009; McLaughlin, 2010; Tanner et al., 2015).

Within social work education a critical lens is beginning to problematize SUCI as the discussion and focus of involvement evolves and matures. The papers in a 2006 Special Issue of *Social Work Education: The International Journal* captured the infancy of the concept of SUCI with attention coalescing around the process of 'how' to involve people. A decade later SUCI within social work education is becoming an essential norm in Scotland and the UK. This is creating a space for a new discourse on involvement, with attention focusing on whether it is 'meaningful' and

‘effective’; including ‘meaningful’ to who: students, service users and carers or practitioners? and ‘effective’ where: student learning, social work practice, the everyday lives of service users and carers or policy? In doing so the question has shifted from the ‘how’ of involvement to a focus on ‘impact’ and ‘outcomes’ (Irvine, Molyneux and Gillman, 2015; Rhodes, 2011; Rummery, 2009). Robinson and Webber’s (2013) literature review on SUCI in social work education used a modified version of Kirkpatrick’s (1967) framework for the evaluation of training, making it relevant to social work education (Carpenter, 2011) and SUCI (Morgan and Jones, 2009) (Table 1). This review highlighted that current work continues to unite around the process of SUCI, but ‘there are gaps in literature about SUCI that aims to add value to social work education rather than to empower service users and carers’ (Robinson and Webber, 2013, p.927).

Table 1 Framework for Evaluation of Educational Programmes (Robinson and Webber, 2013, p.929)

Level 1a	Learner perceptions	Students’ views on their learning experience and satisfaction with the training
Level 1b	Service user or carer perceptions	Service user or carer views on their involvement experience
Level 1c	Staff perceptions	Staff views on involving service user or carers
Level 2a	Modifications in attitude and perceptions	A measured change in attitudes or perceptions towards service users or carers, their problems, needs, circumstances or care
Level 2b	Acquisition of knowledge and skills	A measured change in understanding the concepts, procedures and principles of working with service users or carers, and the acquisition of thinking/problem solving, assessment and intervention skills
Level 3a	Changes in behaviour	Observation of whether the newly acquired knowledge, skills and attitudes are evident in the practice of the social worker
Level 3b	Changes in organisational practice	Observation of wider changes in the organisation/delivery of care, attributable to service user or carer involvement in an educational programme
Level 4	Benefits to users and carers	Assessment as to whether there is a tangible difference to the well-being and quality of life of service users or carers who receive social work services

Internationally, whilst the language used may vary, for example, ‘consumer’ in the USA, the concept of SUCI in social work education remains largely in the embryonic stages, and ‘is still limited’ in Nordic countries (Schön, 2016, Askheim, 2012). A series of papers on SUCI in social work education in Central Europe appeared in a Special Issue of *Ljetopis Socijalnog Rada* (Bašić, 2009, Bornarova, 2009, Brkić and Jugović, 2009, Džombić and Urbanc, 2009). These papers evidence the early stages of integrating involvement into social work programmes in Central European countries. The papers also engage in some of the fundamental epistemological challenges of involvement, of shifting accepted understanding of knowledge and knowledge creation towards recognising that service users and carers’ experiential knowledge of policy, practice and services has value, and they are ‘experts by experience’ (Scheyett and Diehl, 2004; Stevens and Tanner, 2006). ‘Traditionally service users have been left out of the process of theorizing and understanding their experiences, echoing their wider absence from the academy and processes of knowledge production’ (Warren and Boxall, 2009, p.281). Bašić’s (2009) work in

Bosnia and Herzegovina calls for social work education to move away from hegemonic ownership of knowledge and knowledge creation, and to open up a space for other knowledges including the voices of service users and carers to be valued in social work education, through the adoption of a broader view of knowledge (Brown and Young, 2008). A critique of this 'broader view' is pertinent here to make sense of which voices are/aren't being heard in SUCI. Cowden and Singh (2007, p.5) caution against 'professional users' those with the experience and knowledge of how the system works, in the language of Bourdieu (1992) those with cultural capital, becoming the privileged voice of service users to the exclusion of silent, hard to reach groups. A focus on the former risks perpetuating current hierarchies of knowledge rather than challenging the outcomes of neoliberalism on the lives of carers and users (Cowden and Singh, 2007; and Tanner *et al.*, 2015). The question of the representativeness of SUCI is fundamental if there is a genuine openness to listen, learn and change, and to avoid service users being selected to 'fit' and conform to existing knowledge, language and structures (Stickley, 2006).

The links between epistemology and SUCI are now visible in the literature and current social work education, the logical next step is to apply service user and carer knowledge, as well as the knowledge students' acquire from spending time with service users and carers, to practice, and to the lives of the people that social workers work with (Level 3 and 4, Table 1). In a recent Swedish study, Schön (2016) explored the reasons why service users and carers participate in social work education. The paper concludes that the main reasons for participation are; to share their lived experience, to help improve services and to obtain respect for their own personal knowledge and experience. Service users and carers clearly envisioned their involvement having an impact on practice. Yet Robinson and Webber (2013) found in their literature review, that 'no studies evaluated its (SUCI) effect on social work practice' (pp. 925-926). Whilst progress is being made in SUCI, Campbell's (1996) argument that involvement can appear tokenistic and lacks meaningful outcomes, has retained its relevance over two decades (Brkić and Jugović, 2009; Burrows, 2011; Carey, 2009; Sadd, 2011). McLaughlin (2009) and Robinson and Webber (2013) have called for greater service user and carer involvement in social work education that explicitly engages with outcomes in practice (Levels 3 and 4, Table 1). This paper begins to fill this lacuna through introducing a model of outcomes based service user and carer involvement that takes knowledge, created through social work students spending time with service users and carers, to practitioners and policy makers.

Outcomes Based Service User and Carer Involvement in Social Work Education: Community Care and the Caring Experience Module

The Framework for Social Work Education in Scotland (Scottish Executive, 2003) has been salient in driving change in service user and carer involvement (SUCI). The framework introduced a 'requirement' for SUCI in social work education, where previously it had been 'desirable'. In response to this change a Carers and Users (CU) group was established at the University of Dundee. The group is active across the BA (Hons) and MSc Social Work qualifying programmes, including in the admissions process, teaching, role play and the chairing of the Programme Board. A key area where the CU group has 'real influence' is the MSc core module, Community Care and the Caring Experience (Caring Experience). The module involves students spending a minimum of 15 hours with a carer or service user (host family) to observe and to learn from them. The module was initially entitled 'Making Sense of the Caring Experience' (Gee, Ager and Haddow, 2009) and facilitated for students to spend 24 hours (across a number of weeks) with a carer. Over time the module has evolved in response to the changing policy and practice landscape of social

care, including being renamed the ‘Community Care and the Caring Experience’, students spending 15 hours instead of 24 hours with their host family, and hosts, whilst initially only carers, are now both carers and service users. These changes have retained the kernel of the module; of enabling students to learn first-hand about the day-to-day lives of service users and carers in a safe environment where they can ask questions and learn from the experiential knowledge of their host. Host families are comprised of members of the CU group as well as service users and carers connected to local organisations. The module leader works closely with local organisations to identify individuals and families who would be interested in participating in the module, and people volunteer to participate. Experienced hosts lead on introducing new hosts to the module and the role of the host. Feedback from our hosts highlights that they value the opportunity of participating in the module and that it enables them to respond to the question:

How can we share our real life experience of receiving services and supporting those who require services with students who will, after graduation, be the very professionals we will rely upon to deliver the services we require? (Member, Carers and Users Group)

Methodology

This study has used participatory forms of inquiry with the module leader working collaboratively with three members of the Carers and Users (CU) group and three MSc Social Work students. Creative methodologies for service user and carer involvement (Duffy, Das and Davidson, 2013) have been used with qualitative data collection being integrated into students’ assessment; a formative assignment written as a response to two policy practice questions (Fig. 1). The policy practice questions were written by the CU group and were designed to capture discussions between hosts and students. The responses to the policy practice questions (n = 90) represent a narrative on the lived experience of social care policies and service provision.

Figure 1: Policy Practice Questions

Qu. 1: If your host family could give a message to policy makers in your local authority/health board about the services and supports they require, what would that message be?

Qu. 2: As practitioners of tomorrow and after having experienced this module, are there issues or concerns that you or your host family would like to see highlighted for future practice development?

The policy practice questions were introduced to the Caring Experience module in 2012-13, data used for this paper covers the three-year period: 2012-13, 2013-14 and 2014-15. Over the three years 90 students have completed the Caring Experience module, with each submitting a response to the two policy practice questions (500 words per question). Twenty-eight hosts have welcomed students into their home over the three years, seven hosts have been involved in the module each year, three for two of the three years, leaving 18 who were involved for one of the three years. Ethical approval for the study was received by the University of Dundee’s ethics committee. The responses to the policy questions have two different functions: as a formative assignment for the Caring Experience module as well as research data. This difference was explained to the study participants (students and hosts) and consent was received separately and specifically for using the

data for research purposes. Both students and host families were given the option to request that any data pertaining to them be removed from the dataset. All participants gave their consent for inclusion in the study.

The responses to the questions were written by MSc social work students, however, they were co-constructed, where possible, with their hosts. Our hosts volunteer to support students and are keen to take an active role in the students' learning journeys. As such, students discussed the questions and their responses with their hosts. There was inevitably variation amongst hosts with regard to the level of engagement, understanding and interest each had in the specific questions, and students were responsive to this when working on their assignments.

On submission of the students' assignments, the responses were anonymised and grouped together under each question. The module leader worked with members of the CU group to analyse all of the data (2012-15), and MSc social work students joined the research team for the analysis of the 2013-15 data. Regular team meetings and email exchanges ensured an ongoing dialogue between researchers at each stage of analysis and writing. The researchers used thematic analysis to identify dominant and prevailing themes in the data. This was achieved through members of the research team analysing sections of the data separately and then coming together to share identified themes allowing for the cross-checking of emerging themes to add rigour to the process. Once themes were agreed they were divided between team members for further analysis. The findings presented in this paper cover some of the key themes that are threaded through the data (Table 2), full coverage of the findings can be found in the bi-annual reports (Levy, *et al.*, 2014; Levy *et al.*, 2016).

Findings

The findings below explore the everyday lives and challenges of service users and carers and the knowledge they have acquired through these personal experiences. The quotations are the words of MSc social work students that have captured the social care experiences of their host family.

Table 2 Key Themes

2014 Report	2016 Report
Communication	Communication
Information	Information and Access to Services
Services	Relationships and Partnership Working
Choice	Austerity
Transitions	

Working with this longitudinal data has allowed for the temporal context of emergent themes and knowledge creation to be explored. This has revealed how the themes of 'communication, information and relationships' resonate over time as well as being reinterpreted over time by our host families. The following section explores these themes along with the interconnections between them. First, the quotations below provide an insight into the positive impact that SUCI has had on students' learning.

the caring experience above all has made an indelible mark on my social work practice.
(2012-13)

One important experience gained from this module by both hosts and the students is that

working together in a sensitive and respectful manner is vital not only in this module, but also in wider practice. ... it enables the practitioners of tomorrow to gain an insight into service users' lives. (2013-14)

It made me realise how hard it must be for families to allow two complete strangers into their lives and to pass over very personal information. (2014-15)

In contrast to the students' accounts of their experience of user involvement, host families talked of feeling distant and remote from the decision making process in relation to the services they receive. With tokenistic involvement compounding feelings of disempowerment.

Service users deserve input into the services that they receive. This ensures service users are in an empowered position. They can identify who and what works well for their own needs. Services which are user led enable control, choice and empowerment. (2014-15)

Lack of communication from professionals and not being informed of up to date information about services was a key issue within my host family. (2013-14)

A tension appeared to emerge between hosts' expectations of what involvement ought to mean and the reality of their experiences. This connects to the juxtaposition between what appears to be offered by the involvement discourse, and the reality of its limitations within the prevailing neoliberal context (Cowden and Singh, 2007).

Communication, Information and Relationships

Communication and information are contested concepts that resonate across the three years of data collection. These concepts appear to be contingent on external variables such as the policy context which is leading to them being re-interpreted and re-defined over the years by our host families. A prevalent and persistent narrative in the data is that social workers need to listen to service users and carers more and involve them in decisions affecting their lives and the lives of the people they care and support.

... all involved with working with carers and service users need to communicate more and improve their communication skills. (2012-13)

There isn't enough communication or enough time spent to understand the lives of carers and service users. They are more than tick boxes and pieces of paper. (2012-13)

As a practitioner of tomorrow and having experienced this module I think it is essential that everyone takes away the important message of good communication and listening to everyone involved. (2014-15)

In the 2014-15 data set new issues started to emerge related to communication, in particular, inter-professional communication and professionals being pro-active in communicating and providing information. Students noted how their host families were frustrated with having to repeat the same information to numerous professionals, time and again, and they couldn't understand why there isn't better communication between different professionals involved in their care. There was

however, optimism for change with the integration of health and social care heralding new integrated working practices from April 2016 in Scotland (Public Bodies (Joint Working) (Scotland) Act 2014).

Over the three years of the data, host families articulated a need for social workers to be more proactive in initiating conversations, asking questions and in providing relevant and up-to-date information. However, a transition appears to be emerging with regard to the type of information our host families are expecting to access. In the earlier data interest centred on information about the different services that were available to them, with practitioners seen as the gatekeepers, the 'care managers' of these services. In the most recent data the narrative appears to have shifted towards accessing information that will assist service users and carers to make decisions about activities that are more holistic than narrowly defined social care services. This connects with the current policy discourse of personalisation and outcomes based approaches. Access to information can now mean information on personal social care services but it may also mean information on inclusive yoga classes and/or information on training courses to develop skills to prepare for employment. This increased appetite for information relates to our hosts wanting to exercise their right to greater choice and control in their lives. Without information they are unable to make informed decisions about the services they receive and opportunities to lead a life that they value (Sen, 2009). The tensions between our hosts' changing expectations and their lived experiences were quite marked with families identifying limited professional knowledge and the ways that information is gathered and shared as barriers to them accessing information.

They felt that their local authority doesn't provide enough information and feel that the reason the council can't provide it is that the information hasn't been properly pulled together. (2014-15)

A lot of the services are not very well publicised and therefore more effort needs to go into making the public more aware of the support they could be offered... social media could be used in a more positive way to promote services and available support. (2014-15)

The centrality of personalisation and relationships within the changing social care policy context in Scotland requires a fundamental shift in the social work role and how social workers interact with service users and carers (Lymbery, 2014). The data highlight how our host families are interpreting and re-defining relationships that are meaningful to them. They articulated the need for social workers to recognise service users and carers' knowledge (other knowledges), to work closely with service users and carers to empower them to be active partners in decision making and to allow their voice to be valued and heard.

... professionals need to invest the time in order to gain knowledge and more importantly an understanding of each individual's unique situation. This therefore highlights the importance of professionals working in partnership with users of services and carers in order to allow experiences to be shared and to allow for a deeper, perhaps, more emotional understanding of an individual's needs. (2012-13)

Building trusting relationships requires the investment of time and the rejection of the position of the distant professional. My host describes bad practice as a worker who is

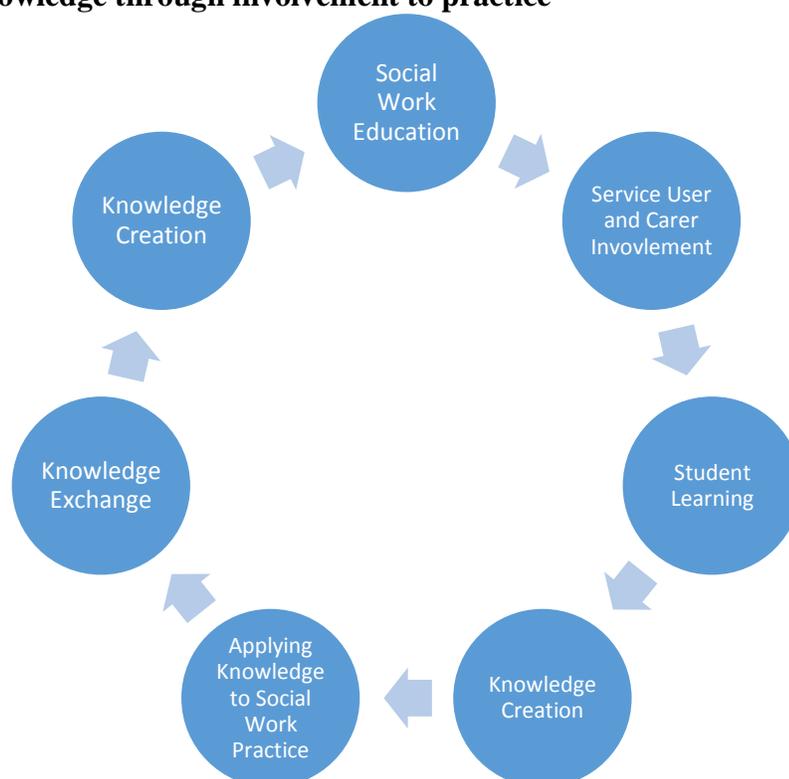
'clock watching'. He suggests the worker ask themselves: 'Did I put myself in their position?' This talks of empathy and stresses the importance of understanding the service users' perspective. (2013-14)

Outcomes Focused Service User and Carer Involvement in Social Work Education: Applying Knowledge through Involvement to Practice

Through spending time with their host family students gained from a unique learning experience and developed their understanding of the everyday lives and challenges of service users and carers. This experiential knowledge is relevant to students at an individual level, for their own personal and professional development; this knowledge also has the potential to be relevant at an organisational and policy level for influencing change in social work practice. It is at the organisational level that this study contributes to building new evidence on outcomes based SUCI in social work education impacting on practice. The findings discussed above provide an insight into some of the issues that have emerged in our data over the last three years, issues that are timely and relevant to the prevailing discourse on social care policy and practice. We have used these findings to start to bridge the current divide between SUCI in social work education and social work practice (Robinson and Webber, 2013), between knowledge creation through SUCI with social work practice (Beresford and Boxall, 2012), and to respond to the expectations of service users and carers that their participation in social work education will impact on practice (Schön, 2016). Our first report (Levy *et al.*, 2014) was distributed to stakeholders involved in social care at local and national level. These stakeholders ranged from local authorities and voluntary organisations, to the Scottish Social Services Council (SSSC), NHS Education for Scotland (NES) and the Scottish Government. Some organisations communicated that they would be using the report for planning purposes and some uploaded it onto their website. However, the research team agreed that more creative and interactive ways of disseminating the findings would have the potential for greater impact and wider reach. For 2016, the findings report and its distribution to stakeholders has been retained (Levy, *et al.*, 2016) but complemented with face-to-face dissemination through a knowledge exchange workshop at a national social work conference and the presentation of the findings at local authority practitioner forums. These dissemination events have allowed for knowledge exchange between practitioners, academics, policy makers, service users, carers and student social workers. Discussions have been structured around applying the study findings to practice and the sharing of knowledge and experience, a process that is generating new knowledge that can be applied to social work practice and education. The dissemination of the study findings at these face-to-face events and the opening up of space for discussion, re-interpretation and application to practice, is developing more meaningful and a more nuanced engagement with the concept of outcomes based SUCI. It replaces a unidirectional process of knowledge transfer between social work education and social work practice, ie the dissemination of a findings report (Levy, *et al.*, 2014), with a cycle of knowledge creation and knowledge exchange through SUCI in social work education (Fig. 2). Figure 2 highlights the key elements of our four-stage relational model of outcomes focused service user and carer involvement in social work education. Stage 1: Service User and Carer Involvement in Social Work Education. The Caring Experience module facilitates for social work students to spend time with service users and carers. This shared experience leads to Stage 2: Knowledge Creation. A student assignment becomes data that are analysed collaboratively (module leader, service users, carers and social work students) and prepared for dissemination. Stage 3: Applying Knowledge to Practice. This is achieved through sharing and discussing findings with relevant stakeholders and importantly,

facilitates for the voices of service users and carers to be represented in practice. Stage 4: Knowledge Exchange, through opening up a dialogue between academics, service users, carers and students with stakeholders involved in policy and practice, the process of applying knowledge to practice itself creates new knowledge that can be introduced into Stage 1. This model is a framework for sustainable SUCI in social work education that makes user involvement functional and fully integrated into student learning. However, it is premised on the basis that service user and carer experiences are conceptualised and valued as knowledge that can be applied and is relevant to social work education and practice.

Figure 2: Outcomes focused service user and carer involvement in social work education: applying knowledge through involvement to practice



Conclusion

Service user and carer involvement in social work education needs to retain its focus on the process of involvement and the building of evidence on the impact of involvement on student learning. There is also the need to evidence work that is challenging the hegemonic ownership of knowledge and knowledge creation (Beresford and Boxall, 2012, Bašić, 2009), as well as developing evidence on applying knowledge through SUCI to practice. This three pronged approach to SUCI suggests a maturing in the debate around involvement. Whilst this must be acknowledged, Campbell's (1996) claim, that service user and carer involvement (SUCI) in social work education lacks meaningful outcomes, still resonates today. This was confirmed in Robinson and Webber's (2013) literature review that highlighted the absence of evidence on outcomes based SUCI in social work education being applied to practice. Our outcomes based model begins to connect with Levels 3 and 4 of Robinson and Webber's (2013) framework for the Evaluation of Educational Programmes

(Table 1). Whilst we acknowledge that we are in the early stages of understanding the impact of our findings on practice, the process is in place and further empirical work will be completed. Meaningful and effective SUCI in social work education introduces epistemological challenges to established understandings of what is knowledge, what knowledges are valued and specifically, what is valued as knowledge within social work education and social work practice. For this to happen a broader lens on knowledge is required that isn't confined to 'expert' knowledge but embraces and utilises experiential knowledge that is inclusive of marginalised and silent voices. This approach unsettles the prevailing neoliberalist and managerialist discourse and refocuses the lens of social work on communication and relationship-based practice (Henderson and Forbat, 2002; Smith *et al.*, 2012), of getting to know service users and carers at a personal level, and working with them to elucidate agreed outcomes for their lives. Working collaboratively to reach these ends, requires valuing service users and carers as individuals and valuing the knowledge and experience they have of living with a disability and/or as a carer. The Caring Experience module creates opportunities for students to learn through experience about personalisation and other fundamentals of social work practice in the twenty-first century. There is a logic in applying this experiential knowledge to practice, and this study evidences how student learning through SUCI becomes the site of knowledge production taken into practice. This process becomes a vehicle for the voices of service users and carers to be represented in practice. The outcomes based model to SUCI used in this study is premised on social justice and operates at the intersection where the voices of service users and carers, student learning and social work practice interconnect to develop meaningful, sustainable and outcomes focused SUCI in social work education. It is hoped that this study will open up a space for future dialogue and that the model will be used as a template for SUCI in social work and other professions elsewhere in Scotland as well as internationally.

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