



**Keeping Service Users at the Heart of Practice**  
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# Co-production and how to do it

What's the matter?"

to

"What matters?"

Culture

Structure

Practice

Understanding of  
a) My own needs  
b) My preferences  
c) My own resources  
d) My networks & community



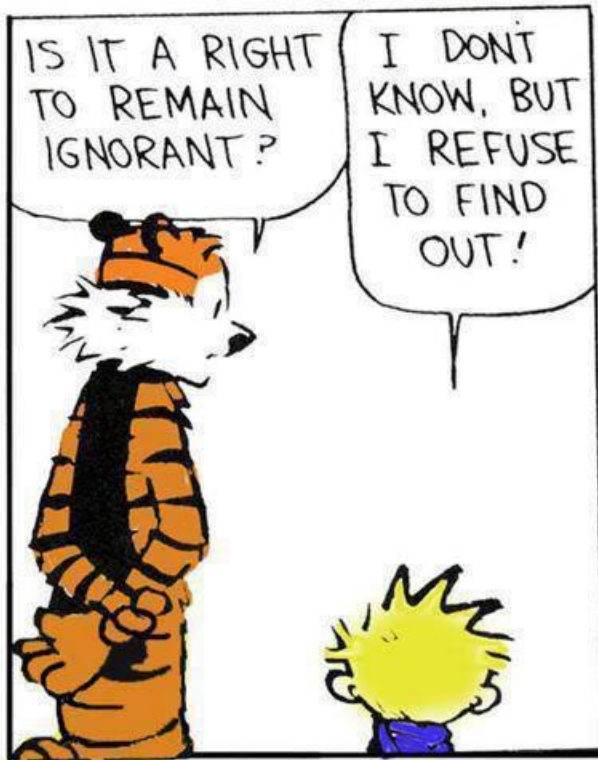
Expertise in  
a) Needs, causes & evidence  
b) Assessment or diagnosis  
c) Services & treatments  
d) Systems & entitlements



1. Ensure that co-production runs through the culture of an organisation



# Willful Blindness



Heffernan, M. (2011) *Why we ignore the obvious at our peril*, Walker and Company, USA

## 2. Build a shared understanding of what co-production is!

### Rhetoric of Co-Production The Emperor's New Clothes?



**3. Involve everyone from the Start and ensure that there is a strategy and resources that supports co-production**

**Service users, patients and carers leadership**

**Co-production**

**Consultation, exchange, partnership**

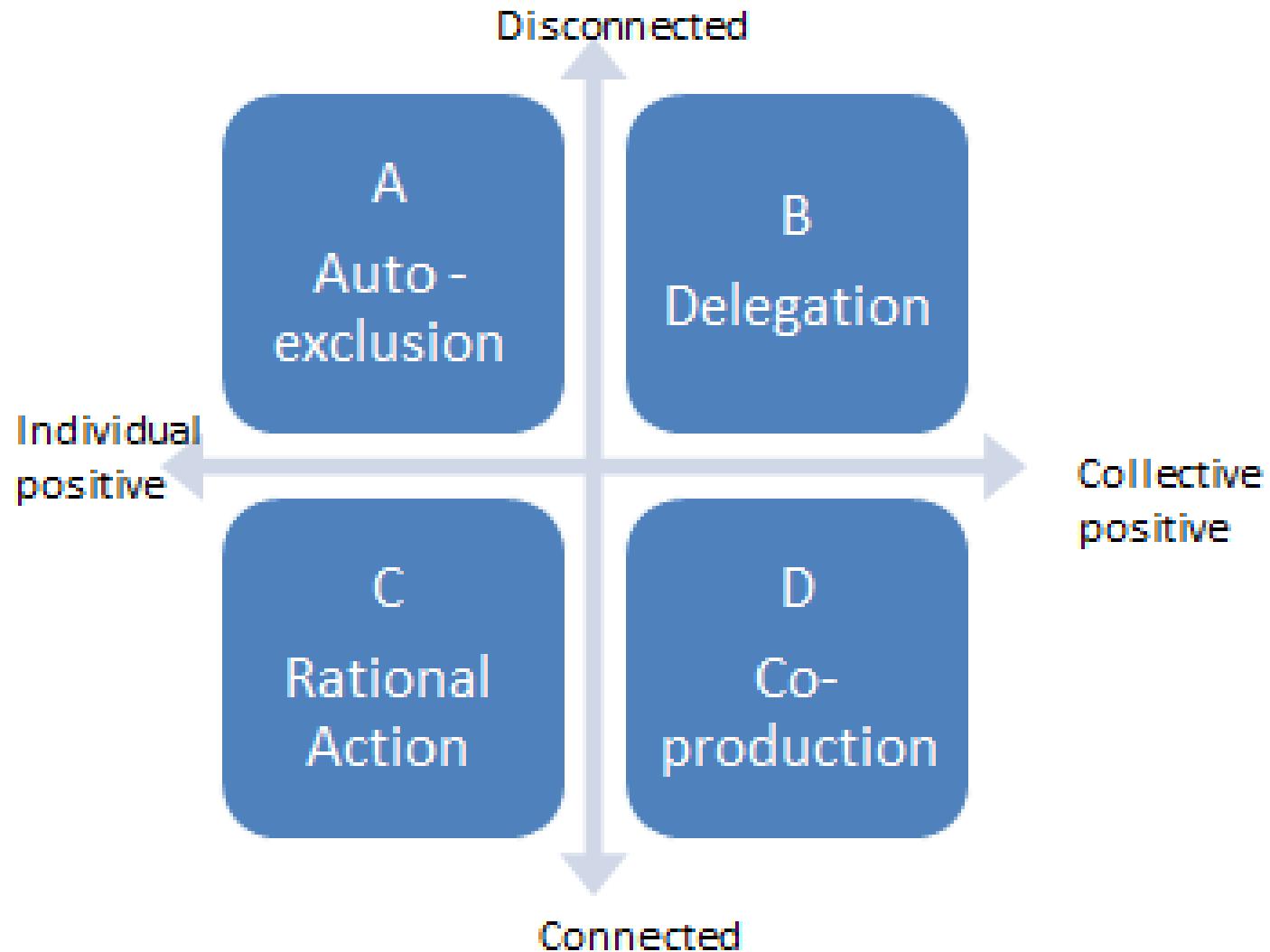
**Telling, selling, giving information**



**4. Carry out regular reviews to ensure that co-production is making a real difference and that the process is following the agreed principles**



# Combining positive 'subjective' and 'objective' aspects of user involvement (Simmons, 2009)





# Using an educational approach of embedding learning in support of older people

(Hafford-Letchfield, 2010; 2011; 2012;2014)

- ❑ Making transitions in later life
- ❑ Agency, identity and expressive needs
- ❑ Making and contribution and having influence
- ❑ Taking up the leadership role





4A



Promoting Learning in the Fourth Age

# Nature and degree of benefit for Older People



## Benefit to residents:

- ...learning new things (eg painting)
- ...keeping the body active (eg the knitting group): learning for health
- ...learning about what's going on in the world (eg discussion of news): learning for personal capability
- ...keeping the mind active (eg exploring 'Tess of the d'Urbervilles')
- ...stimulating affective learning, the process not the outcome (arts-based learning)
- ...reflecting on a life well spent (through films, biography, stories)

## and those receiving domiciliary services:

- ...helping people to maintain their independence (eg social contact with other people)
- ...skills and knowledge for survival (eg online shopping): learning for digital inclusion
- ...is in tune with personalised and person centred support – led by individual/group
- ...learning to understand other people (age/youth; ethnicity) to understand others
- ...learning about self, how to connect and contribute and feel productive

## Mitigation or compensation?

“I look forward all week to her coming. Life here is unstimulating...I call her ‘my sanity’; it saves me from being down in the dumps a lot or thinking am I going to get like everybody else. I’m very, very fortunate that I’ve got V.”

*(Older person in care home)*

## Not just occupational therapy

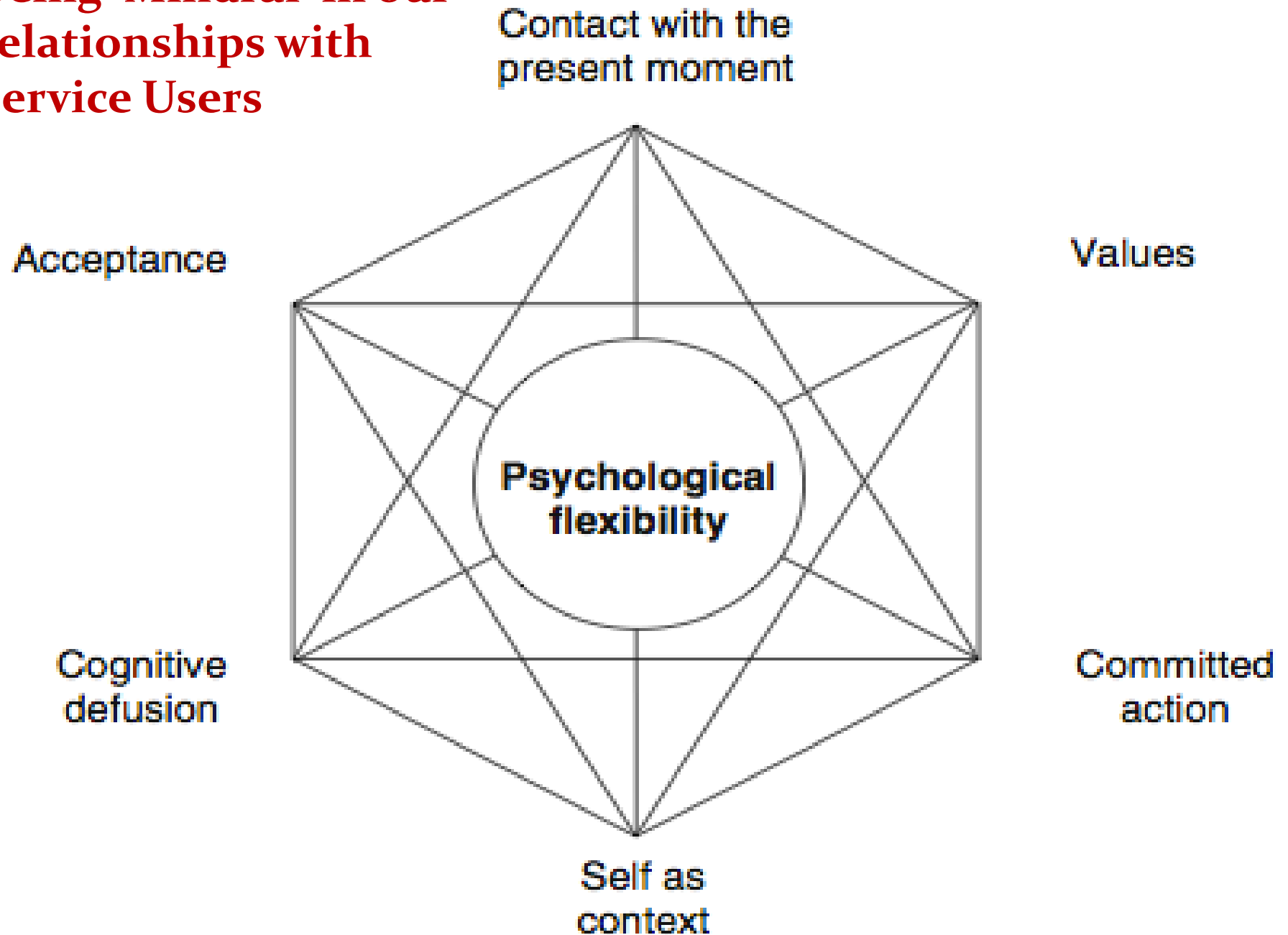
“If I get the hang of it, anyone else can then learn from me.....It’s enjoyment, knowledge, I think it’s more than passing the time, yes it’s not just about passing the time” *(person learning to use an i-pad)*.

## Dose effect

“I’m convinced that if I can master this, it will give me a boost, a boost I need to get better again.....I’ve got in my head the idea, if I attack something like this, and if you are successful in doing it, it will encourage other people in doing things. If you can get people to have a go where they don’t think they can do it...” *(Older person with life-threatening illness)*



# Being 'Mindful' in our relationships with Service Users



Paulo Freire says that “those who authentically commit themselves to the people must re-examine themselves constantly. This conversion is so radical as not to allow for ambivalent behaviour... Conversion to the people requires a profound rebirth. Those who undergo it must take on a new form of existence; they can no longer remain as they were.”

Dialogue





# Moving to the edge of new frontiers?



## Professional Development

How can practice, education and research equip professionals with the necessary knowledge, skills and values to work with the changing needs of a diverse population?



## Business ethics



2. To what extent is practice, education and research equipping care professionals to work effectively with service users within the current practice context and what cross disciplinary knowledge might we draw upon?





Thank you for listening

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# Further reading

- Aldridge, F. (2009) Enhancing informal adult learning for older people in care settings: Interim report and consultation document. Leicester, National Institute of Adult Continuing Education
- Watch Margaret Heffernan talking about Wilful Blindness  
[http://www.ted.com/talks/margaret\\_heffernan\\_the\\_dangers\\_of\\_willful\\_blindness](http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness)
- Hafford-Letchfield, T., Lambley, S., Spolander, G., Cocker, C. (2014) *Inclusive Leadership in Social Work and Social Care*. Bristol: Policy Press
- Hafford-Letchfield, T. (2011) Grey matter really matters: A study of the learning opportunities and learning experiences of older people using social care services. *International Journal of Education and Ageing*. 2 (1) pp. 8-23.
- Hafford-Letchfield, T., Couchman, W., Webster, M., Avery, P. (2010) A Drama Project About Older People's Intimacy and Sexuality. *Educational Gerontology*, 36 (7) pp.1-18.
- Hafford-Letchfield, T. (2010) The age of opportunity? Revisiting assumptions about the lifelong learning needs of older people using social care services. *British Journal of Social Work*, 40(2), pp.496-512.
- Hafford-Letchfield, T. (2012) Funny things happen at the Grange: Introducing comedy activities in day services to older people with dementia. *Dementia: International Journal of Social Research and Practice*.
- Hafford-Letchfield, T.(2014) Critical educational gerontology: what has it got to offer social work with older people? *European Journal of Social Work*, 17(3), 2014, pp.433-446.