



# Creating a nest for lived experience to inform teaching and learning: Reflections on the first 6 months

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# Introductions



*Ko te manu e kai ana i te miro, nōna te ngahere. Engari, ko te manu e kai ana i te mātauranga, nōna te ao.*

# This presentation will ...

-  Reflect on the process of developing the model for co-production using appreciative inquiry.
-  Explore what is it that is most valuable about co-production – how is it working well?
-  Explore what is the vision of co-production for health education - what does it look like?

# Background

-  A model of co-production and design, which sees consumer input in all levels of curriculum development, content delivery and research, is seen as the most effective model in education settings (Happell et al., 2015).
-  In 2017 a Memorandum of Understanding was signed between Kites and Whitireia, this has led to the development of a new initiative embedding a Service User Academic in teaching and learning across the School of Health.

# Whitireia NZ

Te Kura Hauora School of Health:

Providing professional education to prepare graduates for the global environment of health and social care

# Kites Trust

A Wellington based organization which promotes consumer leadership by people with mental distress and/or addiction issue, to engage in co-production.

# Service User Academic Role



# What is it that is most valuable about co-production – how is it working well?

-  Building capacity, increasing interest in staff
-  Power of role/ equal status. Power of Contact
-  Culture and attitude change in the classroom and with tutors
-  Introducing mental health to all programmes
-  Developing more strategic approach than ad hoc involvement

# What is it that is most valuable about co-production – how is it working well?

-  Affirmed beliefs and concerns with modes of delivery
-  Valuing the contribution the partnership brings
-  Changing culture, stigma and language
-  Awareness that ‘old habits die hard’, addressing tokenism
-  Availability/accessibility of the role contributes to change

# The research - Appreciative Inquiry

-  Appreciative inquiry creates a vision and focuses on strengths, resources and what works well.
-  Utilising this approach is an alternative stance to problem based inquiry; this approach will create impetus to enable change to occur.
-  Appreciative inquiry is a mode of transformative action research and it is the recommended method of choice when people want to understand, critique and improve their situation.

# Four D Cycle

Appreciative inquiry most commonly utilises a four D cycle:

- ▣ Discovery, appreciating what gives life,
- ▣ Dreaming, envisioning what might be,
- ▣ Designing, co-constructing what will be, and
- ▣ Destiny, planning what will be (Preskill & Coghlan, 2003; Reed, 2007).

Appreciative inquiry is a “participative, collaborative, and systemic approach to inquiry that seeks what is right in an organisation in order to create a desired future” (Preskill & Coghlan, 2003, P.56)

# Building the Nest



# What is the vision of co-production for mental health education? What does it look like?



Reducing stigma and discrimination



Better partnerships with organisations



Building a framework for co-production

Questions?



# References

-  Happell, B., Platania-Phung, C., Byrne, L., Wynaden, D., Martin, G., & Harris, S. (2015). Consumer participation in nurse education: A national survey of Australian universities. *International Journal of Mental Health Nursing*, doi: 10.1111/inm.12111
-  Preskill, H., & Coghlan, A. ( 2003). *Using appreciative inquiry in evaluation*. San Francisco, USA: Whiley
-  Reed, J. (2007). *Appreciative inquiry: Research for change*. California: Sage Publications