Title: **Converge: Understanding, through scholarship, the impact of a Service-learning Opportunity for students**

Presenter: **Mandy Asghar, Nick Rowe**
York St John University

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Have an overview of Converge and the key elements of service-learning
- Be introduced to Ashworth's lifeworld as a tool to for reflection and scholarship
- Gain insight into the findings of our research
- Provide us with further ideas about how to develop an understanding of student learning in this context.

Session Outline

Converge is a partnership between York St John University (YSJ) and Leeds and York Partnership NHS Foundation Trust (LYPFT) delivering educational opportunities to people who use mental health services. It is a unique model of collaboration that can make a real difference in the lives of users of mental health services, students and the university community. This type of learning could be described as "service-learning" a term more familiar in USA and South Africa. In service-learning, knowledge construction is an active process in the control of the student, who through reflection and personal development becomes more able to meaningfully solve problems (Sindi and Fikile 2013). It has also been identified as a way of improving cultural competence and reducing stereotyping behaviour by students (Roskell et al 2012). Converge has been found to positively influence students' attitudes towards users of mental health services (Rowe & Forshaw 2013) but we now felt it was important to understand impact in the wider context of student learning from a scholarly perspective.

Using an interpretive phenomenological approach we explored the lived experience of five students who participated in Converge and interpreted their responses through a lens of the seven fractions of the lifeworld: selfhood, temporality, spatiality, embodiment, sociality, discourse, and project (Langdridge 2007, Ashworth 2003). Themes of "Being and Becoming" and "Community and Togetherness" have been identified from the data. We have now begun to conceptualise the findings within the theoretical perspectives of Peter Jarvis (2009) and "learning to be a person in society".

The intention in the session is to share our findings and by using vignettes created about each of our participants, engage with our audience to collectively reflect on what the data is telling

us, using Ashworth's lifeworld. This will help us identify an action plan for future research into Converge.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

1. We will provide an overview of Converge, the concept of service-learning and our research process 10 mins

2. Vignette Activity: the audience will be invited to consider participant vignettes and to explore in groups how Ashworth's framework is a useful (or not!) means to interrogate the text in an exploration of student learning. 15 mins

3. We will share our findings from the research 10 mins.

4. Action Planning Activity: Jarvis (2006) found that in his research that people found it very difficult to describe how and when they learned unless it involved having a formal teacher. We would like to explore with the audience next steps for the research, bearing this in mind. 10mins.

References

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Roskell, C. White, D & Boner, C (2012) Developing patient-centred care in health professionals: reflections on introducing service-learning into the curriculum International Journal of Therapy and Rehabilitation, , Vol 19, No 8, 448-457

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