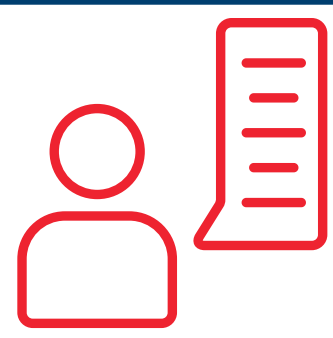


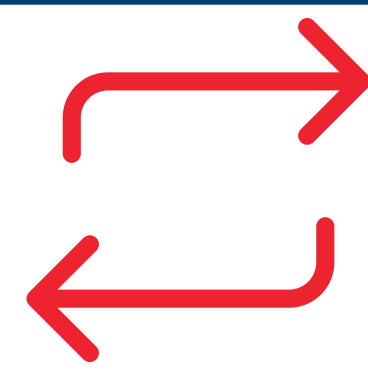
Title: Co-production of mental health education with those who have lived experience of mental health distress (Experts by Experience)

Presenter: Dr Áine O'Donovan, School of Nursing & Midwifery



Case Study Synopsis

The co-production of mental health education between academics and those with lived experience of mental distress (Experts by Experience, EBE) is recommended by many health professional regulatory bodies internationally. However, its implementation remains ad-hoc and tokenistic. This often relates to a lack of understanding as to how to integrate this approach in curricula design and delivery. We identified that there was a need to move beyond EBE's delivering one off lecturers to students to tell their 'stories', to truly valuing the expertise of someone with lived experience; recognising the knowledge they bring to curricula design and delivery. A team at the School of Nursing and Midwifery, along with international partners from 5 other countries (Australia, Finland, Norway, Iceland, Netherlands), worked to co-produce, co-deliver, and co-evaluate a mental health nursing module for undergraduate students.



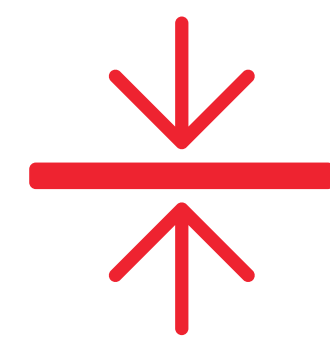
Intended Changes

- The project aimed to use transformative co-production to design the module, where issues of power between academics and EBE's were addressed, and relationships based on trust and mutuality were formed. The module content, learning outcomes and assessment were developed from baseline research findings, and a week-long negotiation using consensus building between 10 academics and 12 EBE's. This collaborative approach allowed for the diversity of expertise and perspectives to be heard. The module entitled, "exploring human distress with experts by experience", was subsequently delivered by EBE's in UCC, as well as in the 5 other countries. The module included topics such as the impact of language and labelling, addressing power, building hope and developing interpersonal skills.



Key Impacts

- The impact of the module on student learning was evaluated using mixed methods research. Findings from the qualitative student interviews indicated that the experience was transformative. Students described how being taught by EBE had completely, and positively, altered their previous negative stereotypical views of mental ill health. Students articulated that they saw there is a person behind the mental health diagnosis and how labels can distort their judgement. Through this new lens, they appreciated the importance of a holistic approach to working with people experiencing mental distress. Quantitative pre-post-test findings demonstrated a reduction in stigma, improved recovery literacy and positive attitudinal change amongst students.
- This project was undertaken over a three-year period, was completed in 2019, and has resulted in 17 peer reviewed publications, including a framework to guide the employment of EBE lecturers in universities.
- The evaluation of the project, exemplifies the impact of this approach to teaching on the quality of the learning experience for students, developing not only their knowledge base but shaping their attitudes and beliefs. The impact was not only evident in the classroom and in summative assessment but also translated to the clinical environment, where it was shown that the students recovery model literacy had improved, and stigma had reduced.



Area of Alignment

Learning & Teaching
Research & Innovation
Student Success



Additional Information

- A full list of 17 publications resulting from this work are available upon request. Some of these include:
- Happell, B., Warner, T., Waks, S., O'Donovan, A., Manning, F., Doody, R., Greaney, S., Goodwin, J., Hals, E., Griffin, M., A. Scholz, B., Granerud, A., Platania-Phung, C., Russell, S., Macgabhann, L., Pulli, J., Vatula, A., Jan van der Vaart, K., Allon, J., Bjornsson, E., Ellila, H., Lahti, M. & Biering, P. (2021) 'Something special, something unique: Perspectives of experts by experience in mental health nursing education on their contribution'. *Journal of Psychiatric and Mental Health Nursing*.
 - Happell, B., Warner, T., Waks, S., O'Donovan, A., Manning, F., Doody, R., Greaney, S., Goodwin, J., Hals, E., Griffin, M., A. Scholz, B., Granerud, A., Platania-Phung, C., Russell, S., Macgabhann, L., Pulli, J., Vatula, A., Jan van der Vaart, K., Allon, J., Bjornsson, E., Ellila, H., Lahti, M. & Biering, P. (2021) 'Benefits and Challenges of Educating Mental Health Nursing Students'. *Issues In Mental Health Nursing*.

