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Rhodes, Christine, Ward, Lisa J. and Balen, Rachel

Using narrative for interdisciplinary learning in health and social care

### Original Citation

Rhodes, Christine, Ward, Lisa J. and Balen, Rachel (2008) Using narrative for interdisciplinary learning in health and social care. In: The Narrative Practitioner 2nd International Conference, 23rd - 25th July 2008, North East Wales Institute of Higher Education (NEWI), Wrexham, Wales. (Unpublished)

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## 0 **Using Narrative for Interdisciplinary Learning in Health & Social Care**

Lisa Ward – Service User  
Christine Rhodes – Lead for SU involvement  
Rachel Balen – Principal Lecture in Social Work

## 1 **Narratives & IDL**

**“Mental Health: It’s Everyone’s Business”**

**An inter-professional learning opportunity for students of health and social care**

- Target groups:
- Social Work (25)
- Mental health nursing (25)
- Adult nursing (25)
- Midwives }
- O.T.s } (25 in total)

## 2 **Narratives & IDL**

**Session aims:**

- To offer students the opportunity to explore the perspectives of different professional groups
- Understand the lived experience of mental health difficulties
- Consider implications for practice

**Structure of the day:**

- An introductory exercise followed by 3 different workshops. Students attended all 3 on a rotating basis. The day ended with an evaluation session.

## 3 **Narratives & IDL**

**Introductory exercise:**

Students joined inter-professional groups to produce a poster, collage or haiku that reflects what ‘mental health’ means to them. Materials provided were flip-chart paper, felt tip pens, magazines and newspapers.

## 4 **Narratives & IDL**

**Workshops:**

A: An excerpt from the TV drama *Stuart: A Life Backwards* followed by a facilitated discussion.

B: A theatre group acted out a scenario concerning a woman / man with depression, featuring responses for family, friends and employer. This was followed by an interactive discussion.

C: Lisa Ward presented a monologue based on her experience of mania following childbirth. Students explored questions and issues raised during a facilitated discussion.

## 5 **Evaluation Exercise**

- Students were asked to compile a feedback sheet answering the following questions:
- What have you learned from spending the day with students from other professional groups?
- What have you learned about the lived experience of mental health difficulties?
- What will you take away from today that you will use in practice?

## 6 **Event Evaluation**

## 7 **Scores on Evaluation**

## 8 **Evaluation**

**Qualitative feedback from 2 midwifery students:**

“I also wanted to let you know how much I enjoyed the interdisciplinary mental health study day last week. It was very informative and useful and the best study day I have ever attended (& the cheapest!). I think it would be really valuable for students if there were other such days looking at other public health issues, like domestic violence or substance misuse, for example. I did fill an evaluation form in, but there wasn’t room to say this, so I just thought I’d feed it back.”

## 9 **Evaluation**

‘I attended the above noted study day last week and just wanted to pass on how valuable I thought it was. Easily the best study day I have attended in the last three years - including those I have had to pay for! The chance to learn about mental health from service users, consider the implications for my practice and particularly to gain an understanding of the perspectives of different professional groups was really valuable. The day managed to combine an excellent balance between group discussion, lecture, presentation and story telling which I found kept the day exciting and challenging. I really believe the University should continue to develop this multi-disciplinary approach as the benefits to students are immense.’

10



Thank you