

AN EVALUATION OF “CASE BASED” TEACHING ON PERSONAL AND PROFESSIONAL DEVELOPMENT (THEORETICAL AND PRACTICAL ASPECTS) OF STUDENTS WORKING IN THE PERSONALITY DISORDER FIELD

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APOLOGIES FOR ABSENCE



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SESSION OUTLINE

- Research / session objective:

To evaluate the usefulness of student case presentations in Personality Disorder education and training.

- Background
- Methods
- Findings
- Discussion
- Recommendations

STUDY AIMS

- To gather the Year 1 students of the MSc in Personality Disorder/Postgraduate Certificate in Personality Disorder's views regarding the usefulness and value of the 'Case Presentation' group which is an intrinsic part of that initial year of the Course.
- To discover if this 'Case Presentation' group has contributed to their learning about working with people with 'personality disorder'.

BACKGROUND

- 'Case based' learning/teaching
- Integration of theoretical and practical aspects of training = positive impact on personal and professional development
- Training and enhancement of professionals' competence and capability are important requirements in the development of effective services for people with 'personality disorder'.
- Refs: (Dryden, 1977; Richards & Inglehart, 2006; Williams, 2005).

THE 'CASE' A CATALYST FOR LEARNING

50 MINS : 10 MINS PRESENTATION, 40 MINS GROUP WORK

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FEATURE ARTICLE

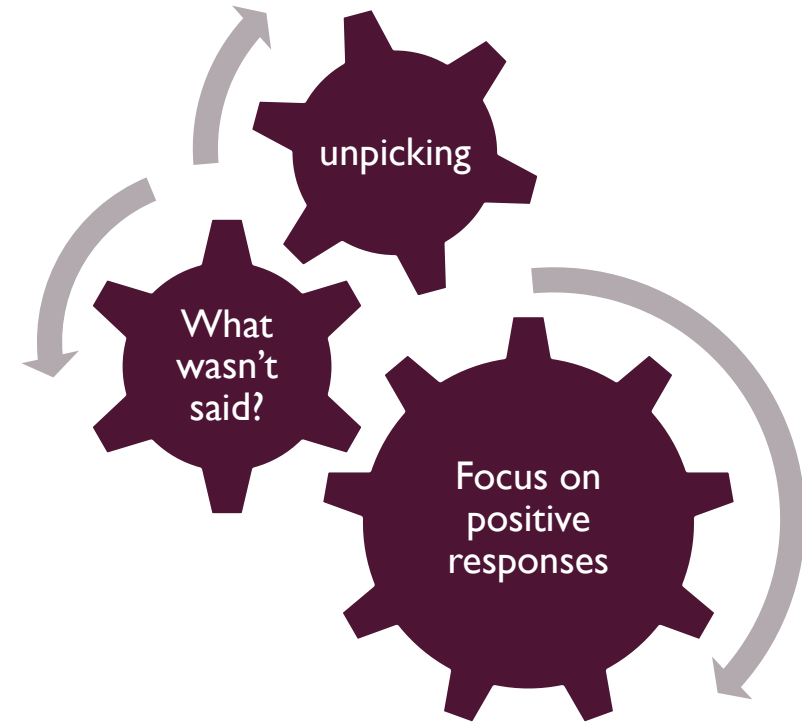
Reclaiming the humanity in personality disorder

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ABSTRACT: This paper provides a commentary upon the nursing care of individuals diagnosed with personality disorder and associated education courses. The discussion focuses upon recent policy trends in the UK as a point of departure. This policy discourse is critical of mainstream mental health services in previously operating to exclude such individuals. One of the consequences has been a recent growth in interest in relevant training courses, many of which devote significant attention to staff attitudes regarding this client group. Various previous researchers and commentators have remarked upon the implications for practice of a perceived negative attitude among care staff. We reflect upon our own anecdotal experience of developing and delivering new university-based courses for practitioners working in the field of personality disorder to offer a particular critique of the UK context, to which this policy, training, and practice is framed. Social constructionist theories are drawn on to offer insights into public and practitioner discourse and the possible effects on therapeutic relationships. The available discourse constructs individuals with a diagnosis of personality disorder as essentially different from other people. We argue that staff training and practice development initiatives are likely to be more successful if such discourse is challenged, and attempts are made in therapeutic encounters to recognize shared characteristics and positive attributes as much as perceived difference and negative attributes. We refer to this as a re-engagement with common humanity. Despite the singular national context, the discursive themes explored are not necessarily restricted to the UK.

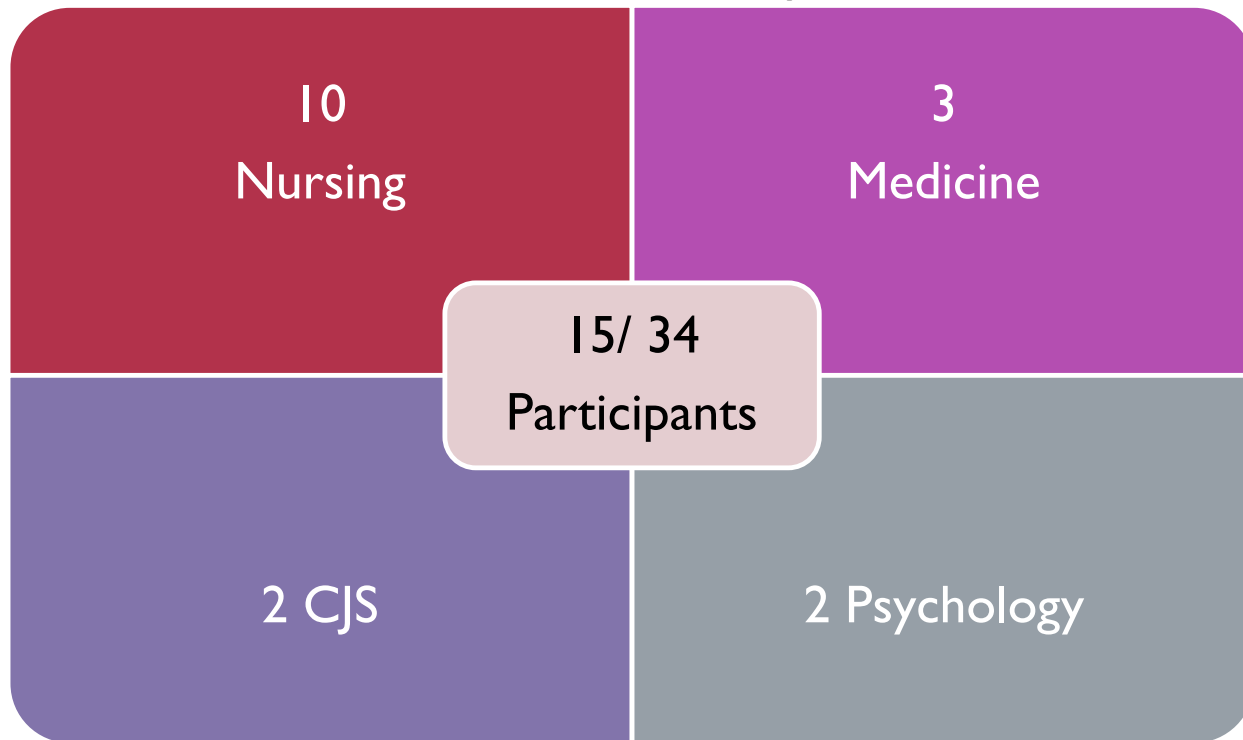
KEY WORDS: personality disorder, policy, self-awareness, social construction, training



DESIGN

Participants

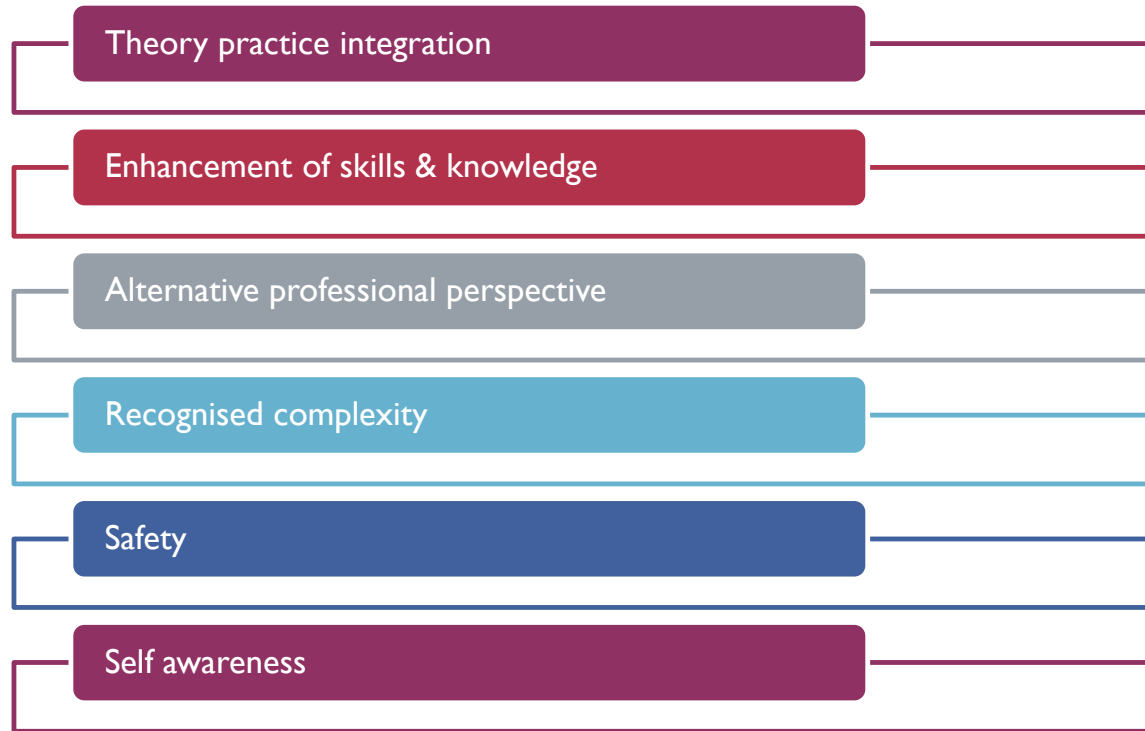
Students from 3 cohorts/academic years



Mixed methods

- Purposely developed self-report questionnaire
- Open ended questions- optional

FINDINGS (I) QUANTITATIVE (ABOVE 4 ON LIKERT SCALE 0-5)



QUALITATIVE FINDINGS

reflection

Exploring 'understandings'

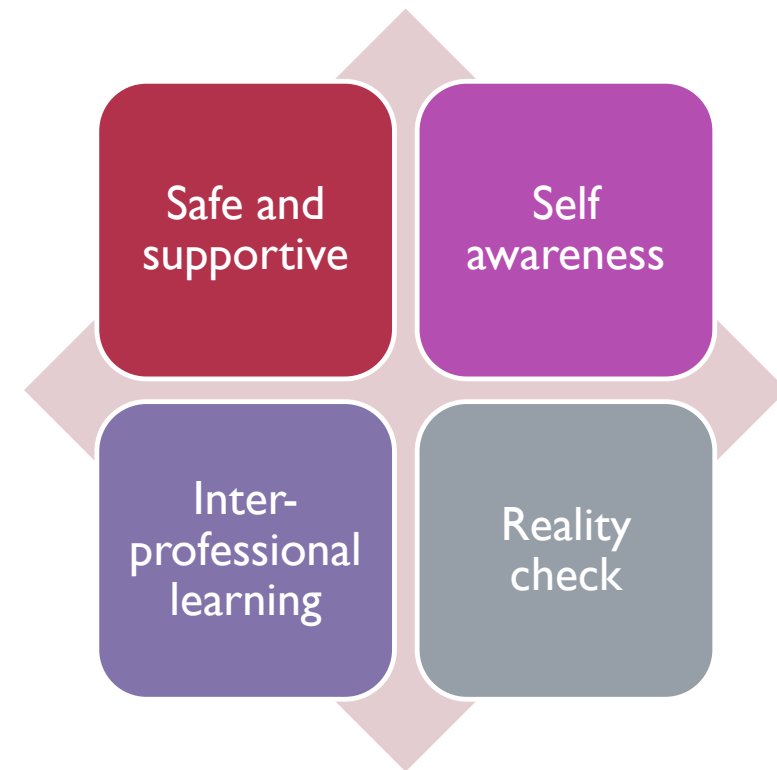
Facilitator role important

Lateral thinking possible

Enabled change in practice

FINDINGS (2)

- Main common themes - qualitative data:
 - 'Case Presentation' group was a 'safe' and supportive forum.
 - 'Case Presentation' group facilitated enhanced understanding and awareness of issues associated with 'personality disorder' and self-awareness in working with people with this diagnosis.
 - It was useful due to its multidisciplinary and diverse settings' nature.
 - It was useful to discuss 'real' cases.
 - Useful structure and style of facilitation



DISCUSSION: “*THE COMPLEXITY OF REAL-LIFE PROBLEMS*”

- Actively involves students or professionals in the learning process,
- It enhances their understanding of the case content to be learned and of its complexity,
- Therefore improving their general analytical thinking and reflective abilities. (Merseth, 1991) and (Christensen and Hansen, 1987)
- Williams (2005): this method can be an effective aid to more traditional lecture and didactic formats
- suggest better outcomes in terms of enhancing students' problem solving skills.
- facilitating integration of the increased theoretical knowledge gained through academic training into practice,
- stimulating reflection
- increasing reasoning and decision making skills of professional students
- Enable application of skills to real life situations within their specific professional domains
- Dryden, 1977; Hudson & Buckley, 2004; Merseth, 1996; Richards & Inglehart, 2006; Robinson, 2002; Thomas, O'Connor, Albert, Boutain & Brandt, 2001; Williams, 2005.

DISCUSSION

- Richards and Inglehart (2006:284) consider that this method promotes:

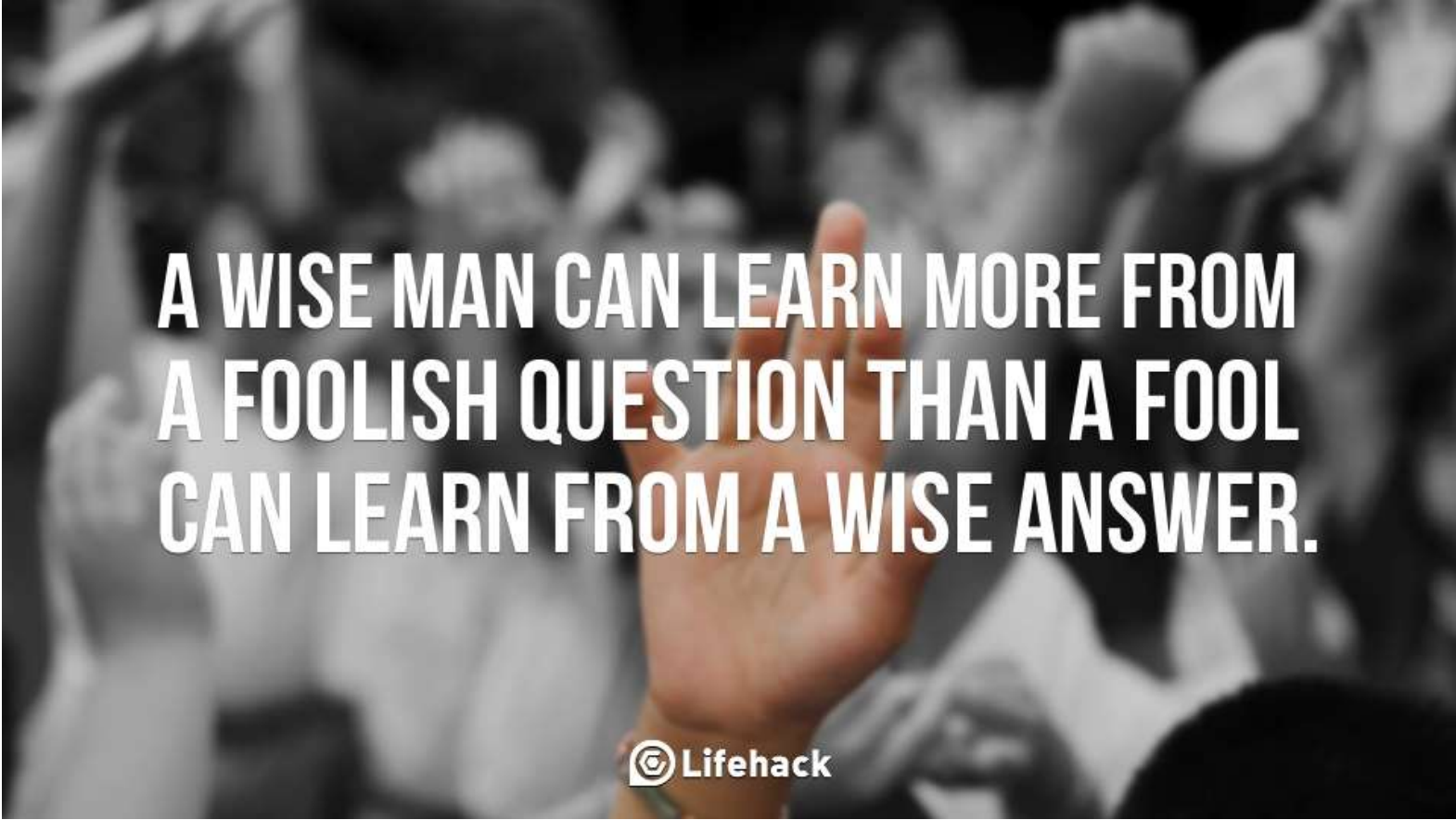
“self-directed learning, clinical reasoning, clinical problem-solving, and decision making by providing repeated experiences in class...and by focusing the student on the complexity of clinical care”

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ABSTRACT: *This paper provides a commentary upon the nursing care of individuals diagnosed with personality disorder and associated education courses. The discussion focuses upon recent policy trends in the UK as a point of departure. This policy discourse is critical of mainstream mental health services in previously operating to exclude such individuals. One of the consequences has been a recent growth in interest in relevant training courses, many of which devote significant attention to staff attitudes regarding this client group. Various previous researchers and commentators have remarked upon the implications for practice of a perceived negative attitude among care staff. We reflect upon our own anecdotal experience of developing and delivering new university-based courses for practitioners working in the field of personality disorder to offer a particular critique of the UK context, in which this policy, training, and practice is framed. Social constructionist theories are drawn on to offer insights into public and practitioner discourse and the possible effects on therapeutic relationships. The available discourse constructs individuals with a diagnosis of personality disorder as essentially different from other people. We argue that staff training and practice development initiatives are likely to be more successful if such discourse is challenged, and attempts are made in therapeutic encounters*



**A WISE MAN CAN LEARN MORE FROM
A FOOLISH QUESTION THAN A FOOL
CAN LEARN FROM A WISE ANSWER.**

 Lifhack

ANY QUESTIONS?

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