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Learning Together

Discover how a creative workshop is transforming person-centred care for students

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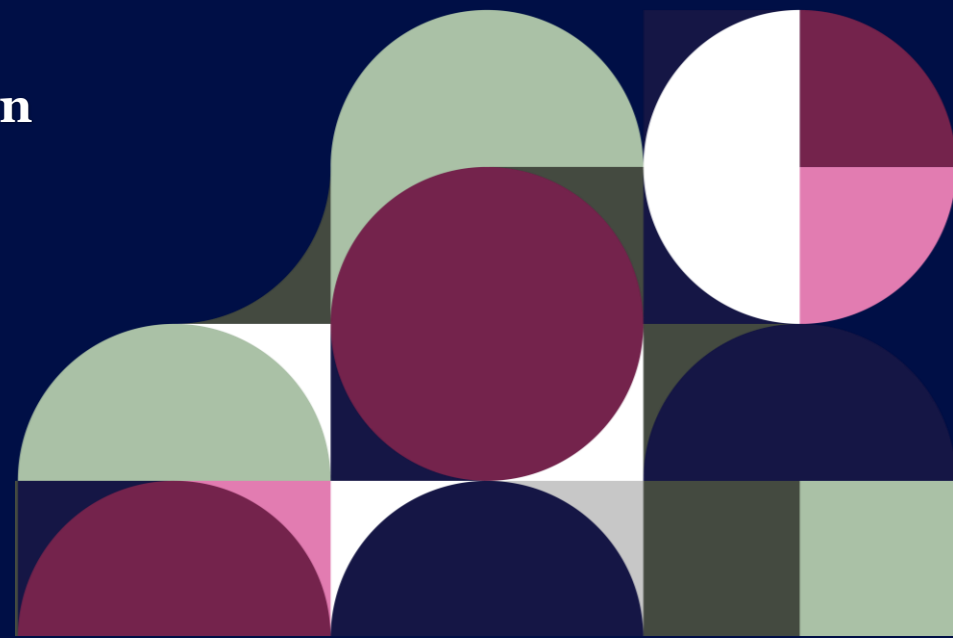
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Overview of Presentation



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Background

Design

**Workshop
Overview**

Impacts



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Background

Background: Department of Health (DoH) Project



To increase the **quantity** of student placements in MH & AOD settings (each discipline has nominated targets)



To improve the **quality** of student placements in MH & AOD settings (e.g. Support Package)

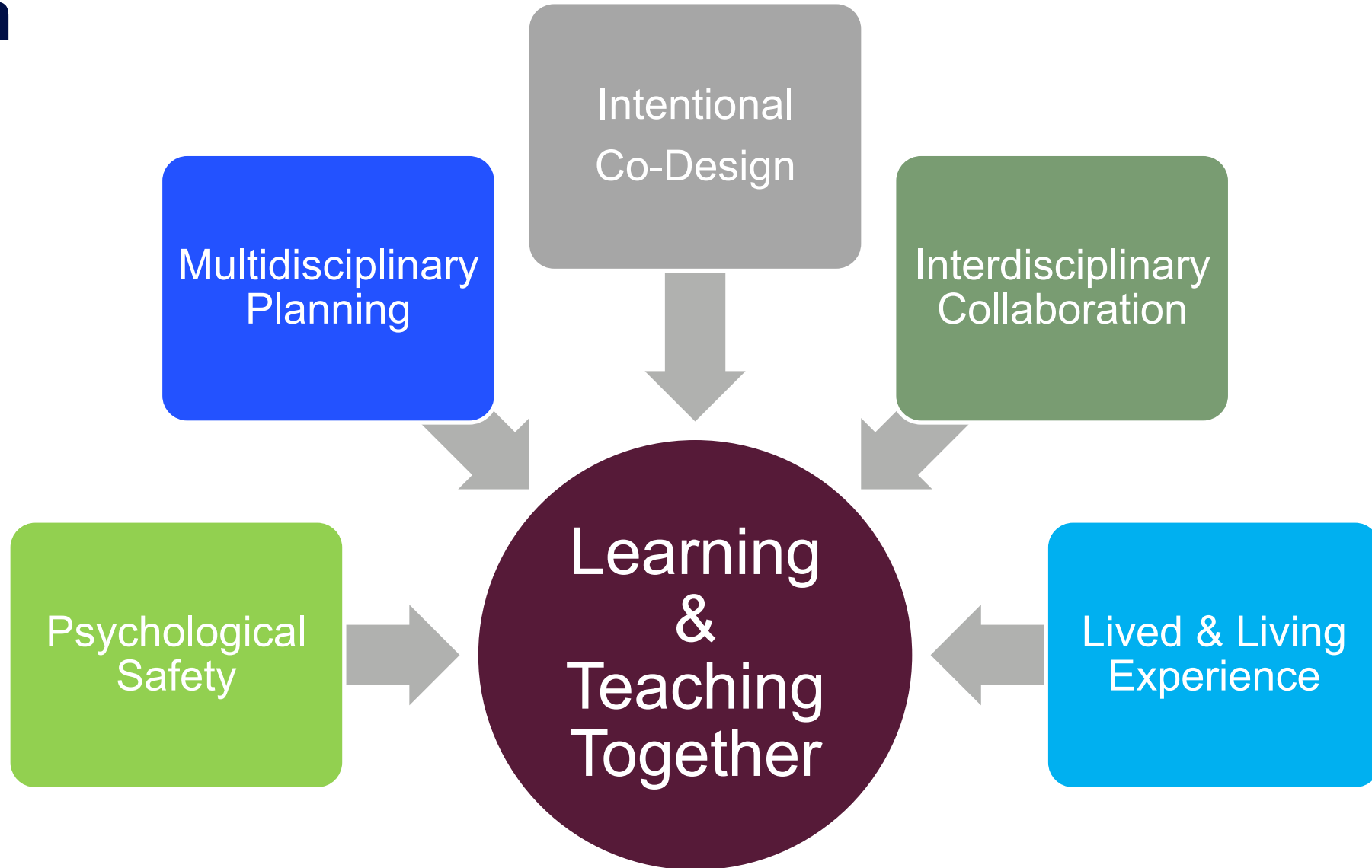
MD Discovery Subject:
When The Going Gets Tough -
A Living & Lived Experience Workshop



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Design

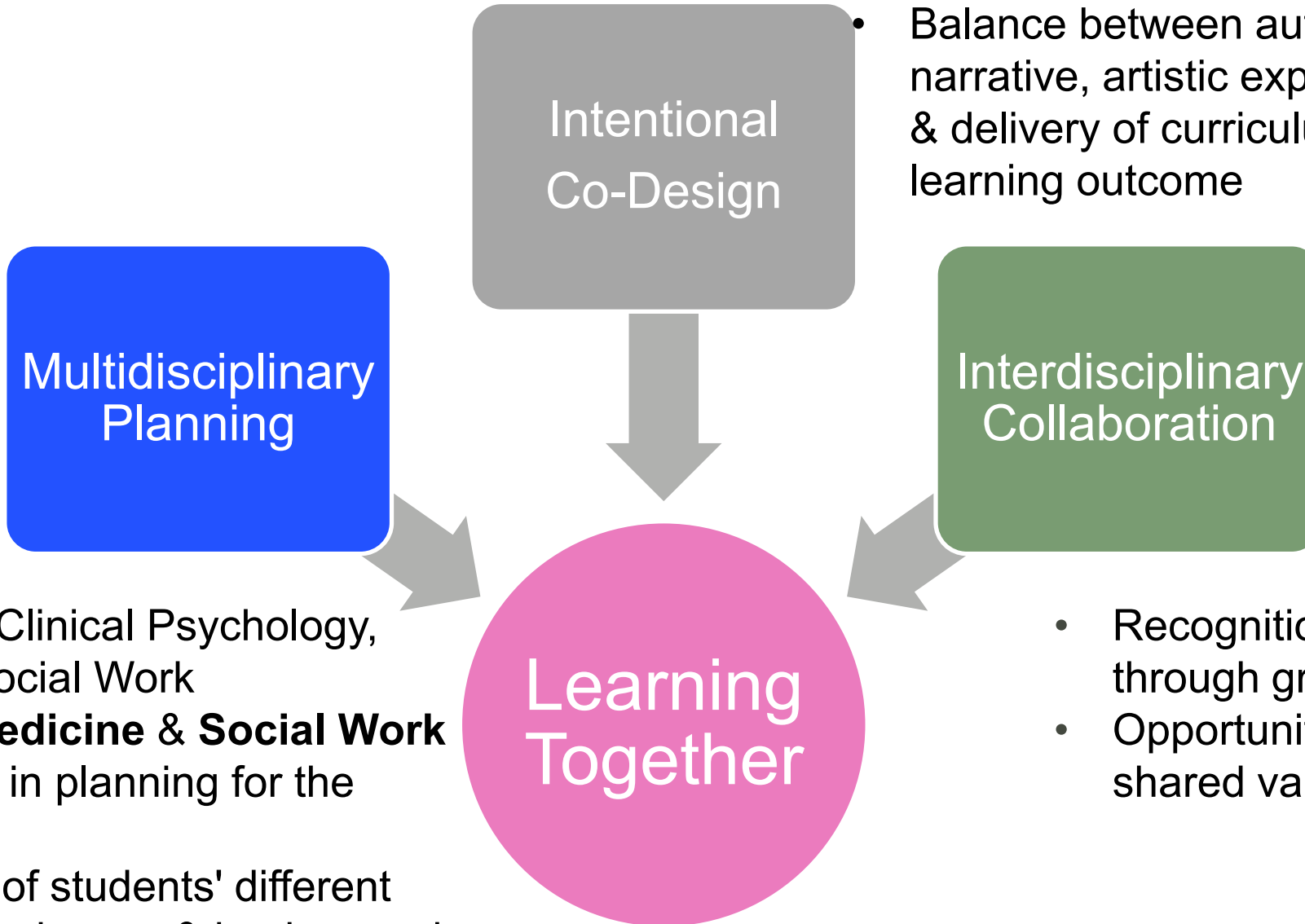
Design



Design



- Voice of lived & living experience
- Balance between authentic narrative, artistic expression & delivery of curriculum learning outcome



- Invitation to Clinical Psychology, Nursing & Social Work
- Staff from **Medicine & Social Work** collaborated in planning for the workshop
- Recognition of students' different learning experiences & backgrounds

- Recognition & working through group dynamics
- Opportunity to highlight shared values

Design



Psychological Safety*

Lived & Living Experience

Teaching Together

- Pre-workshop: email & information to students
- During workshop: setting the frame, discipline-specific staff in place for support if needed
- Post-workshop: facilitated discussion

- Presenters shared their own personal lived & living experiences
- Recognition that audience members may share lived and living experiences
- Zoom and in-person format

*Carello & Butler (2014)



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Workshop Overview

Workshop Overview

Encouraging critical reflection on clinical interactions and the influence of personal views



<i>Part 1</i>	Film viewing <ul style="list-style-type: none">- Lived experience – "M"- M's story of trauma, AOD use, and resilience- Q and A with M [Zoom]
<i>Part 2</i>	Live performance <ul style="list-style-type: none">- Lived experience – group- Scripted performance on makeshift "stage"- Q and A with performers
<i>Part 3</i>	Group supervision* <ul style="list-style-type: none">- Facilitated reflection with students- Discipline-specific groups- Up to 8 students per group- Synthesis of content with learning points and clinical experiences <p><i>*Based on RANZCP Supervisor Handbook 2025</i></p>

Experiential



“As clinicians we always need to remember the person, even when we are pressed for time, people have rich, complex lives and histories and we need to do our best to see people in this context.”

“Diagnoses and putting people into a box and not asking about their story. It’s something I’ve had many discussions about and seen while on placement, but having it acted out and performed really drove it home”



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Impacts

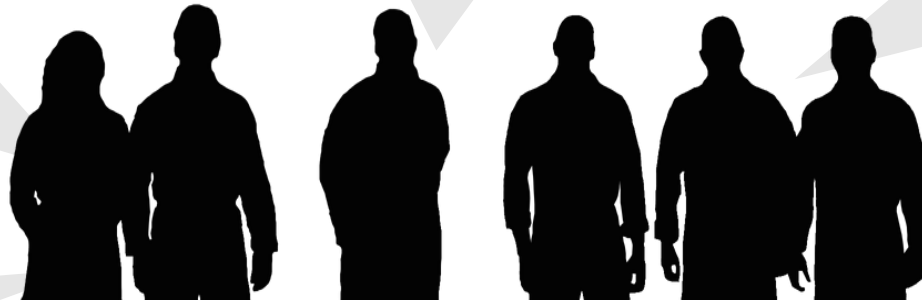
Student Feedback



"...excellent learning experience and to me highlighted the importance (and difficulty) of the intersectionality of trauma, culture, gender, power roles in mental health conditions. Thank you for organising this!"

"It was a very moving, eye-opening experience. I feel so grateful to have heard these stories that will stay with me throughout my social work career in the mental health space. Big thankyou!!!"

"Was really good and important to hear these stories, would encourage this program continuing for future students!"



"Really enjoyed the session. Would love to see this grow into a community of practice. Thank you! "

"Thank you for organising!"

"It's be great to organise this event more regularly "

"Wonderful opportunity, thank you! "

Student Feedback – Thematic Take Aways 1



Trauma-Informed Practice

Person-Centred Care

- “Listen to the patient as a whole”
- “People live their individual lives & each are fighting their own battles”
- “As clinicians we always need to remember the person”
- “Just how many people have trauma”
- “Trauma is subjective, everyone experiences this differently”
- “The effect of labels. Diagnoses & putting people into a box, ask about their story & acknowledging the story behind the client”
- “A greater understanding of the complexity of presentations”



Student Feedback – Thematic Take Aways 2



Empathy & Emotional Insight

Communication & Clinical Skills

- “Has made me want to learn how to create a safe space where individuals feel comfortable to discuss such issues”
- “The resilience, strengths and courage consumers have”
- “The importance of hope”
 - “The importance of listening to individual stories”
 - “Listen! Listen! Listen!”
 - “Avoid assumptions”
 - Ask difficult questions
- “Resource(s) that we can use to help others are limited”

System & Resource Awareness



Impacts & Going Forward

- Experiential understanding of trauma
- Greater awareness of assumptions/biases towards people with MH and/or substance use issues
- Re-humanising after de-humanising
- Opportunity to find and articulate shared values across disciplines
- Bringing teaching material to life: co-design, collaboration, listening, reflective practice



**What can we together make this impactful
workshop learning more accessible?**



References



1. Department of Health & Human Services, Victoria. (2019). *Mental health consumer lived experience workforce: Discipline framework*. Centre for Mental Health Nursing, The University of Melbourne.
https://healthsciences.unimelb.edu.au/_data/assets/pdf_file/0020/5242142/384076-DOH-MH-Consumer-framework-WEB-WCAG-5.0.pdf
2. Carello, J., & Butler, L. D. (2014). *Potentially perilous pedagogies: Teaching trauma is not the same as trauma-informed teaching*. *Journal of Trauma & Dissociation*, 15(2), 153–168. <https://doi.org/10.1080/15299732.2014.867571>

Acknowledgements





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Thank You