

Mind-Boggling Medical History
Seminar plan: Mind

Objectives

1. Discuss and compare current and historical attitudes towards mental health.
2. Consider and analyse different methods for deciding upon nursing interventions.
3. Understand why it is important to keep up to date with the latest evidence.

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Time (0-50 minutes)	Tutor activities	Student activities
0-5	<p>Introduction Suggested questions to the group:</p> <ol style="list-style-type: none"> 1. Has anyone ever questioned, on a placement, where the rationale for an intervention originates only to be met with uncertainty? 2. Can anyone think of attitudes or practices in mental health care which have been replaced? (Backup answer: terms such as madness, lunacy and insanity were once widely accepted as medical language, even into the early 1900s.) <p>(Potential point to consider as a group: what do we think of the current language of mental health? Do you think currently accepted terms such as 'personality disorder' could one day be considered out-dated labels of the past?)</p>	<p>Briefly share any relevant experiences.</p> <p>Briefly discuss.</p>
5-10	<p>In pairs: consider why is it so important to ensure mental health care is evidence-based.</p> <p>Show of hands: on placement, who researches every intervention a mentor suggests? Do you routinely research evidence relating to when it's best to administer 'as required' psychiatric drugs, for example? Who at least asks for the mentor's rationale for a chosen drug or treatment option?</p> <p>Question for brief reflection: How do you determine, in practice, which interventions are evidence-based and which arise from hearsay?</p> <p>Optional further point to consider: In what instances can hearsay be helpful?</p>	<p>In pairs: 1 minute to discuss. Each group to feedback briefly to the plenary.</p> <p>Discuss</p>

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10-20	<p>Split the group in half. Give half of the game cards to each group and have them debate whether they think the statements are from the past, present, or whether they are fictional.</p> <p>Also give out a blank sheet of paper per group and encourage them to note down key points from their discussion / reasoning for each answer.</p>	<p>In groups debate and decide whether the statements are past, present or fictional. Internet = cheating!</p> <p>One person from each group to write the reasoning for each answer.</p>
20-30		<p>Keeping all answers secret within groups, swap cards and repeat above.</p>
30-45	<p>Alternating between groups, have students take turns to read out each card and state how they arrived at their answer, using their notes.</p> <p><i>After each individual answer has been briefly discussed, give the correct answer and read out accompanying information.</i></p>	<p>Decide who will read out each card and briefly debate any difference between the groups' answers.</p> <p>Keep score – which group got the most correct answers?</p>
45-50	<p>Debrief – Ask the groups:</p> <p>What have they learned?</p> <p>Which answers are most surprising?</p> <p>Will they be more conscientious in future when considering how mental health care ideas and interventions came about?</p> <p>Suggested closing thought: Remember that practice in the field of mental health care is continually evolving as attitudes change and new evidence emerges. Continually keeping up-to-date with the latest evidence will allow you practice confidently. Be mindful, however, that what is considered best practice today may one day provide material for the history books of the future. Question your practice, use the latest evidence to keep your care at its best, and be mindful that you are part of a profession that is constantly evolving and finding ways to improve.</p>	<p>Answer as one group.</p>

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Selected recommended resources and further reading:

Duxbury, J. and Paterson, B. (2007) Restraint and the Question of Validity. *Nursing Ethics* 14(4): 535-545. DOI: doi.org/10.1177/0969733007077888

Duxbury, J. (2015) The Eileen Skellern Lecture 2014: physical restraint: in defence of the indefensible? *Journal of Psychiatric and Mental Health Nursing* 22(2): 92-101. DOI: doi.org/10.1111/jpm.12204

Evidence-Based Nursing: <http://ebn.bmj.com/>

Healthcare Databases Advanced Search: <https://hdas.nice.org.uk/>

NHS Evidence: <https://www.evidence.nhs.uk/>

NICE Clinical Knowledge Summaries: <https://cks.nice.org.uk/>

RCNi: <https://rcni.com/>

World Health Organisation: Mental health action plan 2013-2020. Available to download: http://www.who.int/mental_health/publications/action_plan/en/