

## **Educating students to support recovery: consumers' priorities for recovery-oriented mental health curricula**

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**Introduction/Rationale:** Occupational therapy education must prepare graduates to meet consumers' needs in contemporary and future health care contexts. Increasingly, accrediting bodies require occupational therapy programs to involve consumers in curriculum design, delivery and evaluation. Recovery principles, essential to which are learning from lived experience, consumer participation and person first approaches, now underpin mental health services around the world. Accordingly, it is important that mental health curricula are shaped by lived experience of recovery and promote capabilities for supporting consumers' recovery.

**Objectives:** This study aimed to identify and explore in-depth mental health consumers' priorities for mental health curricula in occupational therapy, based on their lived experience of recovery.

**Method:** This study is part of a larger two phase mixed methods study. In this study, an eDelphi method was used to identify a set of consensus priorities for mental health curricula. In part two qualitative interviews explored these priorities in depth and thematic analysis was used to identify themes.

**Results:** In phase one, five core values and 171 curriculum priorities, forming 12 capability domains reached consensus. In phase two, two main themes emerged. Knowledge and understanding, encompassing lived experience, mental health and recovery knowledge, and rights and power is the first. Recovery-promoting actions and capabilities, encompassing expectations, recovery promoting therapy and partnering with consumers is the second.

**Conclusion:** These findings can inform mental health curricula within occupational therapy programs with the aim of ensuring graduates possess capabilities important to consumers, and demonstrate a method for consumer participation in occupational therapy education.