Mental Health First Aid for allied health clinical educators

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What we already know

Students request support for their learning due to mental health issues\(^1\)

Clinical educators do not feel comfortable supporting students with mental health issues\(^2\)


Research question

Does Mental Health First Aid (MHFA) training for clinical educators:

1. Increase educator confidence to support students with mental health (MH) related issues?
2. Help educators to recognise and support people with MH issues?
3. Give confidence and encourage educators to provide help by increasing MHFA knowledge?
Methods

Allied health clinical educators from a tertiary health service attended a two-day MHFA course.

Pre and post workshop questionnaires were completed.

Quantitative data was analysed using independent t-tests with $\alpha = 0.05$.

Qualitative data was analysed using content analysis.
Mental Health First Aid Action Plan (A.L.G.E.E.)

- Approach, assess and assist with any crisis
- Listen non-judgmentally
- Give support and information
- Encourage appropriate professional help
- Encourage other supports
Course content

- Trauma
- Anxiety
- Bipolar
- Depression
- PTSD
- Substance abuse
- Suicidal
- Psychotic
- Mental Health

Monash Health
Results

Twenty-four clinical educators from 10 allied health disciplines attended

The confidence to manage students with MH issues increased significantly ($t(34.4)=5.868$, $p<0.0001$)
The difference in the pre and post MHFA management plan (A.L.G.E.E) scores were:

\[ t(30) = 5.39, \ p < 0.0001 \] (depression and suicide vignette) and \[ t(30) = 2.15, \ p = 0.0401 \] (PTSD and anxiety vignette)

MH knowledge increased significantly \( (t(24.8) = 3.94, \ p = 0.0006) \)
Results

The key behaviours that the participants intended to engage in as a result of this workshop were:

1. continuing to have conversations with students about MH issues

2. to stop being judgemental of people with MH issues and

3. to start using A.L.G.E.E.
Results

MHFA increases clinical educators’ ability to identify appropriate management strategies.

Clinical educators wished to start: talking with students even if they were difficult conversations and ask questions of students whilst providing support.

Educators also highlighted the importance of looking after their own health, including practising mindfulness.
Take home messages

MHFA increases clinical educators’ confidence and knowledge to manage students with mental health issues.

Universities and health services are strategically placed to provide supports to both students and educators.
Thank you

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With thanks for support in attending this conference