

# The CAMHEL Project

Curriculum and Mental Health Experiences for Learning in the  
BNSc (the CaMHEL project)

*Leader.* Professor Margaret McAllister



# Presenters

Dr Jan Allan

Ms Karen-Ann Clarke



# About the project

- ▶ 12 months, DoHA funded \$50,000 2008–2009

## Aims

1. To collaborate through focus interview research with key people to generate ideas for good trigger material for undergrad courses
2. To enrich the curriculum with relevant, engaging ‘new media’ resources – Story on video, audio podcasts, PPTs, web-quests that can be uploaded onto blackboard or used in class
3. To engender and sustain supportive learning environments – by building capacity in clinical facilitators so that they can teach mental health KSA engagingly and effectively
4. To provide a model for further curriculum development initiatives

Phases			Activities
1.	Establishment	Jun-Aug	<ol style="list-style-type: none"> <li>1. Consult with Nursing at USC</li> <li>2. Advisory group meets</li> <li>3. Appoint Project Officer</li> <li>4. Ethics Submission</li> <li>5. Quotes from designers</li> </ol>
2.	Information gathering	Aug-Sept	<ol style="list-style-type: none"> <li>1. Focus group interviews with key informants from a range of experiences</li> <li>2. Analyse material</li> <li>3. Make storyboards</li> </ol>
3.	Curriculum development & Pilot	Oct-Mar	<ol style="list-style-type: none"> <li>1. Write 10 scripts</li> <li>2. Make a prototype (video, audio, webquest, ppt, tests)</li> <li>3. Consult with people re progress</li> <li>4. Pilot a pre-clinical facilitator development day (with students)</li> </ol>
4.	Production	Feb-April	<ol style="list-style-type: none"> <li>1. Educational design company</li> </ol>
5.	Project Evaluation	Thru-out	<ol style="list-style-type: none"> <li>1. Process evaluation conducted by someone independent of the project</li> </ol>
6.	Implementation & Outcome Evaluation		


# Ideas we'd thought of

- ▶ Students tell us that videos that show nursing skills are needed *eg*: how to communicate with an anxious person, how to do a mental state exam with a range of people, how to gently reframe cognitive distortions, how to promote change, how to provide unobtrusive education *etc*
- ▶ It would be great to put some SUNSHINE into the resources *eg* a video of the experience of anxiety due to a dam being built, being homeless in the hinterland, retiring and then becoming isolated...


# Questions for the Nursing Group

- ▶ If you could have one new resource for your course that had a mental health flavour, what would you like us to develop?
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# Questions for the Advisory Group

- ▶ In your opinion, what do we need to develop as a matter of priority?
  - ▶ Can you give us access to any particular groups who may provide material that enhances nurses' understanding (consumers? Clinicians? Carers?)
  - ▶ Evaluation questions
  - ▶ What other issues would you like to have input on?
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# Mental health in nursing practice

- ▶ Nurses frequently encounter people in distress
  - ▶ Students need to learn ways to support and comfort
  - ▶ ...and to be empowered with effective, time-efficient skills
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# Project milestones

- ▶ Interviews
  - ▶ Film development
  - ▶ Learning and teaching development
  - ▶ Dissemination
  - ▶ Implementation and evaluation
- 

# Scenarios – responses to identified needs

- ▶ Life on the land (Depression)
- ▶ What will happen? (Anxiety)
- ▶ What to do about Jasper? (Autonomy)
- ▶ Concerned (Anger)
- ▶ Home visit (Loss and grief)
- ▶ Overheard (Collegial respect)
- ▶ Loyalty (Substance abuse)
- ▶ Family (Indigenous wellbeing)
- ▶ Complex care (Safety)



What we used ...

# The ABC model of therapeutic intervention

*A*

- ▶ Pay attention
- ▶ Acknowledge
- ▶ Show concern




- ▶ Break it down
- ▶ Make it manageable
- ▶ Ask goal questions



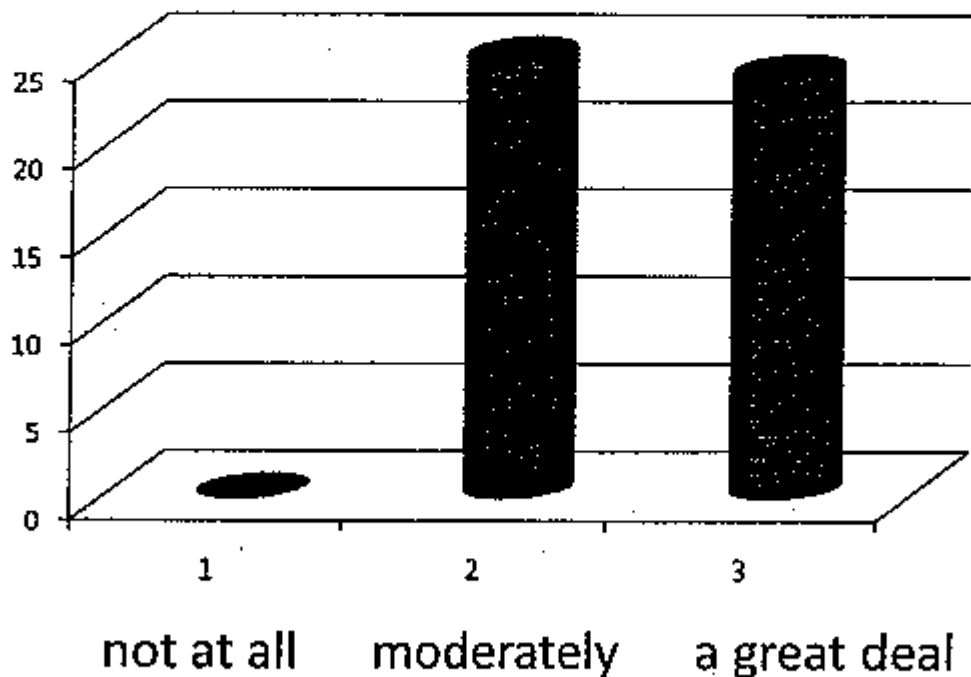
- ▶ Coping
- ▶ Provide/find supports
- ▶ Encourage new styles

# Highlights

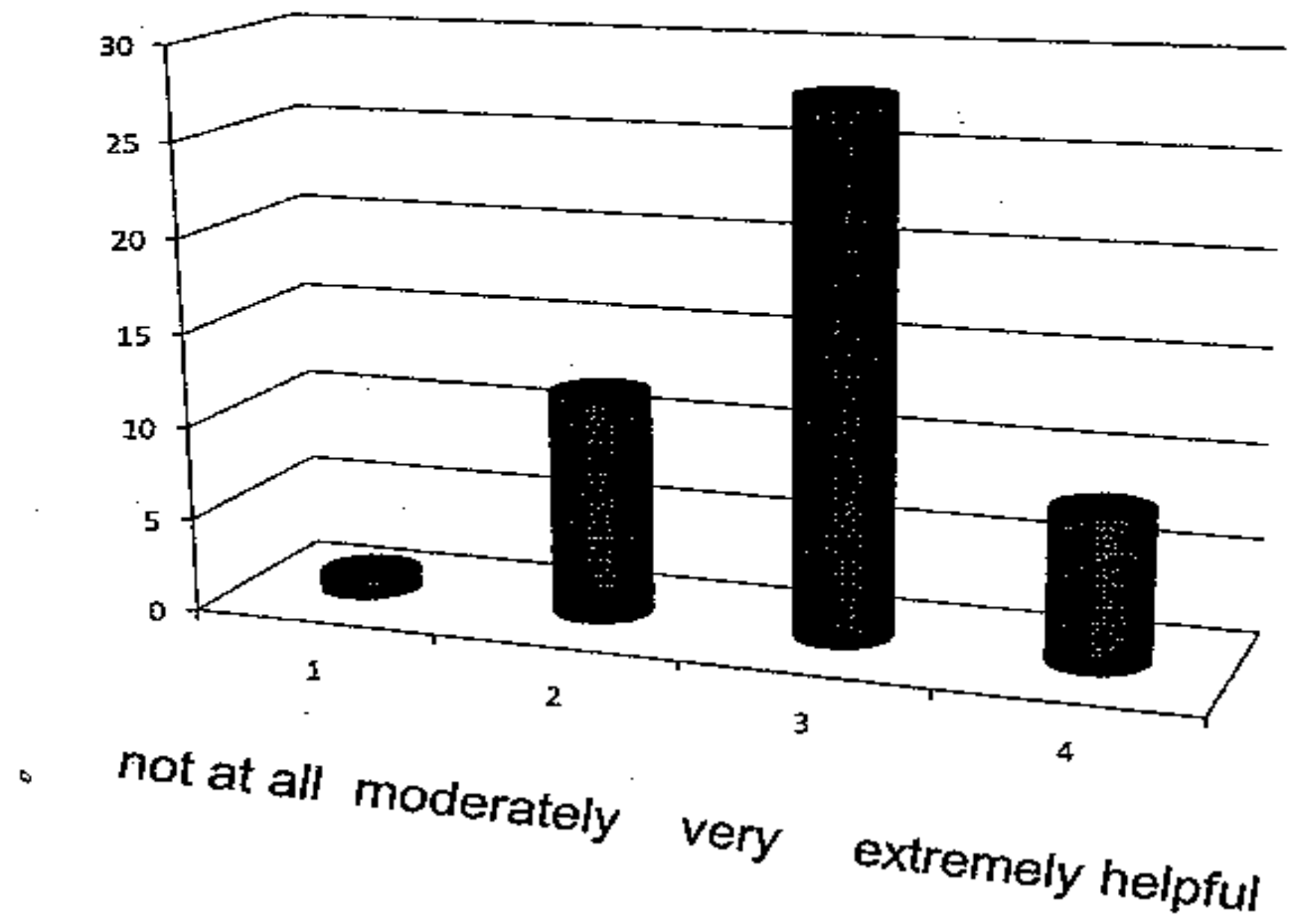
- ▶ Source material is regionally relevant
  - ▶ Nursing in a range of contexts
  - ▶ Videos that show 'how to' + appraisal tool
  - ▶ A range of learning activities
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# Evaluation in 2010 (n= 49)

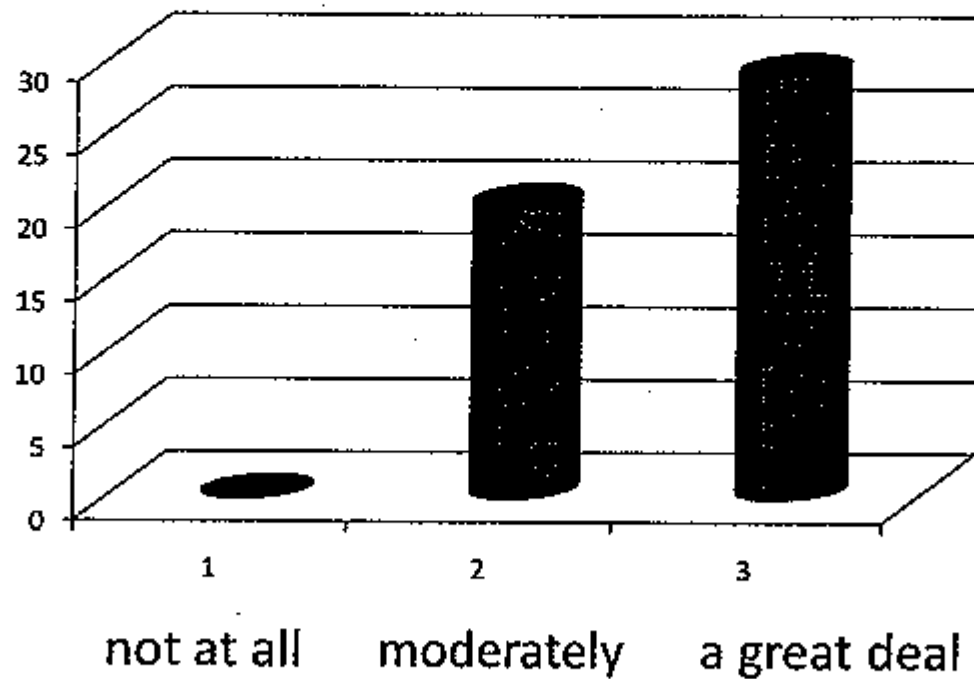
understanding of communicating



# How helpful was the activity in learning about mental health issues



↑ understanding of professional nursing value



# Acknowledgements

- ▶ Department of Health and Ageing
- ▶ The University of the Sunshine Coast,  
Queensland

# References

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- ▶ Sheahan, P. (2004) 'Are you ready for the Y Generation?'
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