

Impact of Mental Health Nursing Course in Changing the Nursing Student's Perception regarding Mental Health, Mental Illness and Mental Health Nursing

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Abstract: Background: It is essential for provision nursing students throughout their education in evolving optimistic attitudes to individual by means of mental illness.

Objective: To assess the impact of mental health nursing course on nursing students regarding the perception of mental health, mental illness and mental health nursing.

Design: The research study was quasi-experimental with a single group pretest and posttest.

Settings: This study was conducted in a college of nursing in Karachi Pakistan.

Participants: The study sample was consisted of 73 undergraduate nursing students.

Methods: The data were collected through the MHN-I pretest and MHN-I posttest.

Results: Clinical and theory class positively influenced the students' feelings of preparedness and levels of anxiety and negatively impacted perceptions of mental health nursing course. **Conclusions:** The mental health nursing course should be dedicated on changing stereotypes with correct information. Theory and clinical components makes positive contribution in providing services to mentally ill clients.

Keywords: Nursing students, education, attitudes, mental health nursing, mental health, mentally ill, anxiety.

I. INTRODUCTION

The World Health Organization (WHO) describes mental health as an fundamental and vital measure of wellbeing and that there is no health without mental wellbeing^{1,2}. It has been stated that mentally ill conditions and substance abuse ailments are accountable for 6.77% of the worldwide ill health³ and the approximation is that 80% of individual with severe mental conditions, living in low and intermediate income states and do not obtain adequate mental health facilities⁴. World-wide, 480 million people are likely to be affected by mental or behavioral problems. Over ninety percent of mental health problems are anxiety and depression and co-morbidity is common. Pakistan is a developing country, where 25 to 42% of population suffering with anxiety and depression⁵. Mental health problems are becoming comprehensive public health concern around the world which is impacting negatively on individual's quality of life leading to less productive life⁶.

In Pakistan mental health is the most neglected field in health care system According to WHO in Pakistan 10-16% of the population is suffering from mild to modest mental disorders adding to the 1% with severe psychological disorders⁷. When health care facilities are delivered, significance should be given to refining the health of the patients⁸ and nurses

who are in connection with sick individuals, their families, and other individuals of community have the chance to be main role for generating optimistic attitudes^{9,10}. However, several nurses have the similar adverse opinions and attitudes toward mental disorder as found somewhere else, which has a destructive consequence on their nursing carefulness. Therefore, it is significant to sustenance nursing students throughout their education in emerging progressive attitudes towards individuals with mental disorder¹¹.

The determination of nursing teaching is to transferal of awareness and support students, increase understandings and services essential for nursing carefulness¹². One of the main purposes of universities and higher teaching centers of health science is construction of measurements and abilities in students, as well as to organize them for health service area and to offer health care to all individuals of the community¹³. In assessments of capability in nursing, there are encounters which redirect the problems and complication of the profession. Mental health nursing for numerous details, including lack of clearness about title role within mental health nursing and nonexistence of values for mental health maintenance, is confronted with numerous challenges¹⁴. Mental health nurses are nurse specialists who display capabilities, information, services and diverse abilities to care for persons with mental health difficulties and mental complaints¹⁵.

The purpose of this Quazi experimental study to identify the perception of nursing students related to mental health, mental illness and mental health nursing and to assess the impact of Mental Health Nursing course on the changes of their perceptions respectively. Literature revealed very few studies were conducted on the assessment of impact on the perceptions of nursing students particularly in Pakistan.

II. MATERIAL & METHOD

This study was accompanied in the Karachi, Pakistan with third-year Bachelor of Science nursing students by means of a one-group quasi-experimental design. Criteria of inclusion are as follows: finishing the theory and then practice of clinical in the adult psychiatry hospital, and willingly agree to contribute in the study. In this study, 76 students come across these criteria while three students did not contribute in the pre-test and post-test assessments and were left out from the study. The concluding sample of the study contained 73 students (response rate = 96%).

Procedure

The course mental health nursing is part of the 4-year nursing education degree program in Pakistan. The course is delivered in the year three of nursing education. The problem-based learning technique is applied in the school where this study was directed. The period of the class on theory was 3 hours; this theoretical part consists of presentation and class with tutorials, and 3 hours comprised of clinical. In each session, the students recognized learning questions such as mental health, reasons of mental illnesses, assessment of mental status, stigmatization to individuals with mental disorder and family problem. In addition, students attended a nine-hour clinical in psychiatry setup. The clinical practice consisted of two foremost areas, an adult psychiatric clinic and rehabilitation trainings. In the adult psychiatry clinic, individual student acquired the accountability of maintenance for one or two mentally ill.

The students were conversant about the aim of the study and how study findings would be used before the mental health nursing course began. Moreover, the researcher clarified that contribution is voluntary and that contributing or not contributing in the study would not influence grades. Participants were free to take away from the study at any period. The nursing students who do not want to mention their names on the data collection forms were expressed that they could use nicknames in its place. Afterwards, oral and written consent was attained. The data were collected by administering mental health survey education module (pre-test), after the completion of mental health nursing course (post-test).

A pretest was administered to whole group of nursing students proceeding to the start of clinical and a posttest was given at the end of the 16-week semester when the class theory sessions and clinical rotation of the course had finished. The students' perception to mental health, mental illness and mental health nursing were assessed before and after the theory class and clinical components of the course to conclude the consequence of simulation experience on students' feelings of preparation and nervousness toward mental health, mental illness and mental health nursing. Whether or not clinical and theory class affect the feelings of students about preparation, nervousness levels, and stereotypical opinions was also inspected.

Instruments

Proceeding to administering the education survey, approval was gained from the author to apply the Mental Health Nursing Survey Part 1 (MHN-1) and Mental Health Nursing Survey Part 2 (MHN-2) pretest and posttest instruments. The findings were consisted on 24 statements comprised in Part 1. The subscales include preparation for the mental health nursing, knowledge of mental illness, stereotypical opinions, upcoming career, course efficiency, nervousness surrounding mental illness, and valued contributions.

The MHN-2 posttest increases further 15 interrogations on the post-test survey. These questions are precisely planned to measure students' agreement of their clinical involvement. This survey was directed upon accomplishment of the clinical and theory classes. The students responded on a 7-point Likert scale, which extended from strongly disagree to strongly agree. The reliability coefficient of the scale was found to be .88. Instruments were already pilot studied. Data was examined to define variations in scores between pre and post analysis¹⁶.

Ethical Considerations

Approval was attained from the internal research Ethics Board at the relevant university college of nursing. The students were conversant about the aim of the study, and their consent on verbal and written aspects were gained.

III. RESULTS

Sociodemographic characteristics of students

The mean age of the nursing students' was 19 ± 5 . The mainstream of the nursing students were females (86.3%) ($n = 63$) whereas, male participants were (13.7%) ($n=10$). None had contributed in a previous placement of mental health clinical. This course taught for 16 weeks and comprised of three hours weekly class and approximately nine hours of clinical in a week. The course summed six semester hours.

Table 1. Demographic characteristics of participants

		n	%
Age <i>Mean \pm SD</i>		19 ± 5	
Belongs	Rural	56	76.5
	Urban	17	23.3
Gender	Male	10	13.7
	Female	63	86.3
Province	Sindh	20	27.7
	Punjab	1	1.4
	Baluchistan	1	1.4
	KPK	41	56.2
	Gilgit Baltistan	10	13.7

The subscale on level of preparedness for the mental health field, the mean MHN-1 pretest score was 5.9041 (SD 1.09499) and the mean MHN-2 posttest score was 4.9863 (SD = 1.83707). The subscale on measuring knowledge of mental illness, indicated a mean MHN-1 pretest score was 4.2192 (SD 2.08997) and the mean MHN-2 posttest score was 3.9726 (SD = 2.33317). The subscale computing stereotypical beliefs about mental health had a mean MHN-1 pretest score of 4.3014 (SD = 1.83851) and a mean MHN-2 posttest score of 4.4110 (SD = 2.01960). The subscale figuring perusing career in mental health had a mean MHN-1 pretest score of 4.2740 (SD = 1.41677) and a mean MHN-2 posttest score of 4.8356 (SD = 1.81822). Investigation of the subscale for course effectiveness stated a mean MHN-1 pretest score of 4.0411 (SD = 2.05100) and a mean MHN-2 posttest score of 5.3836 (SD = 1.51502). Analysis of the subscale for anxiety adjacent mental illness specified a mean MHN-1 pretest score of 5.1507 (SD = 1.45937) and a mean MHN-2 posttest score of 5.2603 (SD = 1.72423). Analysis of the subscale for valuable contribution for services mentally ill specified a mean MHN-1 pretest score of 5.9315 (SD = 1.20564) and a mean MHN-2 posttest score of 5.6027 (SD = 1.58762).

International Journal of Novel Research in Healthcare and Nursing

Vol. 7, Issue 2, pp: (136-141), Month: May - August 2020, Available at: www.noveltyjournals.com

Table- II displays the means, standard deviations, and outcomes of t-tests for the subscales.

Table: II Samples t-test Results of Pretest/Posttest MHN-1 and MHN-2 Scores

Subscales	Mean	N	Standard Deviation	Std. Error Mean	df	t	Sig. (2-tailed)
Level of preparedness about mental health nursing							
Pre-test	5.9041	73	1.09499	.12816	72	46.069	.000
Post-test	4.9863	73	1.83707	.21501	72	18.661	.000
knowledge of mental illness							
Pre-test	4.2192	73	2.08997	.24461	72	17.248	.000
Post-test	3.9726	73	2.33317	.27308	72	14.548	.000
Stigmatization in Mentally ill Patients							
Pre-test	4.3014	73	1.83851	.21518	72	19.989	.000
Post-test	4.4110	73	2.01960	.23638	72	23.191	.000
pursuing career in MHN							
Pre-test	4.2740	73	1.41677	.16582	72	25.775	.000
Post-test	4.8356	73	1.81822	.21281	72	22.723	.000
Course effectiveness							
Pre-test	4.0411	73	2.05100	.24005	72	16.834	.000
Post-test	5.3836	73	1.51502	.17732	72	30.361	.000
Anxiety attending mentally ill patients							
Pre-test	5.1507	73	1.45937	.17081	72	30.155	.000
Post-test	5.2603	73	1.72423	.20181	72	26.066	.000
valuable contribution for services to mentally ill							
Pre-test	5.9315	73	1.20564	.14111	72	42.035	.000
Post-test	5.6027	73	1.58762	.18582	72	30.152	.000

IV. DISCUSSION

This research study explored whether conducting classes and doing tutorials with discussion on the mental conditions and related disorders prior to day of clinical would decline nursing students' anxiety attitudes and support them feel well organized for their mental health clinical practicum. By what means mental wellbeing theory class and clinical practicum impacted attitudes of nursing students towards individuals with mental complaint and mental health nursing was assessed. This research study was noteworthy because mental health complications have been recognized by the World Health Organization as a worldwide main concern¹⁷. However, regardless of development in medical fields and health sciences when it move toward to handling diverse disorders, the stigma related with mental health difficulties is a feature that remains to rise¹⁸. It is significant to measure the influence of dealing with stigma, both for care providers and those with mental disorder¹⁹. In the instance of nursing, we can perceive that stigma lessens as students' progress in their degree program due to the teaching students obtain in their 3rd year, which is when they learn a module in psychiatry and mental health nursing, as occurs in earlier studies^{20,21}.

Thus, we might say that further theoretic training and extended clinical assignments are related with more optimistic student attitudes to mental health nursing, as occurs in prior studies^{22,23}. The results of this study reveal a mild anxiety level among nursing students which is similar to the finding of Lehr & Kaplan, 2013 that student's anxiety can decline when wide-open to virtual reality activities by means of mocks, class presentation and tutorials which results in student's positive conduct in the direction of the mental health and quality care of patient which promotes positive consequences²⁴. This study also has revealed that providing valuable services to mentally ill clients would increase recovery of patients through good attitudes and building positive relationship. Mentally ill recognize attitudes, values and

International Journal of Novel Research in Healthcare and Nursing

Vol. 7, Issue 2, pp: (136-141), Month: May - August 2020, Available at: www.noveltyjournals.com

a trusting rapport as being more vital than practical skills in the therapeutic liaison. Patients suffering mental disorders believe to obtain individual attention as measure of their treatment plan²⁵.

Limitations

This research study had certain limitations. Firstly, the study took no comparison group. Secondly, the sample size of the study was small and data was collected from a single nursing school. Thus, the outcomes might not be generalized to entirely nursing students in Pakistan.

V. CONCLUSION

The findings of this research study provides understandings for refining the efficiency of the mental health nursing course in BSN year three students and enlightening attitudes to mental illness, and decreasing social division. Study also revealed that the clinical and theory mechanisms had an optimistic outcome on nursing students in the parts of feeling ready and in lessening anxiety. Results also showed a positive consequence on the nursing students' beliefs that mental health nursing marks a valuable influence. Overall, these results suggest that the clinical and theory mechanisms have added of an impression on the nursing student with a good experience.

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