Mental health research projects: a practical integration of mental health into a medical curriculum

Judy Mullan
*University of Wollongong*, jmullan@uow.edu.au

K M. Weston
*University of Wollongong*, kathw@uow.edu.au

P L. McLennan
*University of Wollongong*, petermcl@uow.edu.au

W C. Rich
*University of Wollongong*, wrich@uow.edu.au

N B. Pani
*University of Wollongong*

Follow this and additional works at: [https://ro.uow.edu.au/smhpapers](https://ro.uow.edu.au/smhpapers)

Part of the [Medicine and Health Sciences Commons](https://ro.uow.edu.au/smhpapers), and the [Social and Behavioral Sciences Commons](https://ro.uow.edu.au/smhpapers)

**Recommended Citation**
Mullan, Judy; Weston, K M.; McLennan, P L.; Rich, W C.; and Pani, N B., "Mental health research projects: a practical integration of mental health into a medical curriculum" (2013). *Faculty of Science, Medicine and Health - Papers: part A*. 94.

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au
Mental health research projects: a practical integration of mental health into a medical curriculum

Abstract
Abstract of a paper presented at the 65th Annual National Conference of Indian Psychiatric Society, Bangalor, 10-13 Jan, 2013. Aims and Objectives: The University of Wollongong (UoW) graduate-entry medical course embeds research and critical analysis within the curriculum, concluding with students undertaking a regional/community-based research project. Students are encouraged to design a research project of interest to them and the local community. This study analyzed whether conducting research projects enhanced learning/understanding about rural/regional mental health issues amongst UoW medical students.

Keywords
into, mental, health, research, medical, projects, integration, curriculum, practical

Disciplines
Medicine and Health Sciences | Social and Behavioral Sciences

Publication Details

This journal article is available at Research Online: https://ro.uow.edu.au/smhpapers/94
Abstracts

students have positive attitude toward psychiatry (P=0.00). Only five second year and two intern students affirmatively indicated to choose psychiatry as a career choice, while 73% denied.

Conclusions: The results of the study did not support the hypothesis that the greater the exposure to psychiatry, the higher the attitude towards psychiatry. Increasing negative attitude in higher classes might be due to poor teaching in under graduation, ridiculous stereotypic comments and remarks by medical teachers belonging to other specialty branches. Through exposure in depth and high quality teaching will decrease the negative attitude. It has been felt that psychiatry remains neglected subject during the undergraduate training. Thus, there is a need to relook into current curriculum of undergraduate medical students.

F. 11.9: Empathy in medical students as related to gender and year of education
R. Shiva Kumar, R. Swaroopa Chary, V. Sharbandh Raj
S.V.S Medical College, Mahaboobnagar

Aims and Objectives: 1. To assess the empathy in medical students.
2. To know how empathy varies between male and female medical students.
3. To study how empathy varies in various years of medical under graduation.

Methodology: Place of study: S.V.S Medical College, Mahaboobnagar. Time of study: From August 2012 to October 2012. Study sample: The study sample consists of 250 medical students belonging to various years of medical under graduation including intern ship. Methods: 1. A semi structured proforma to obtain the details about the individual student which includes gender and year of graduation. 2. Jefferson scale of physician empathy (JSPE) to assess the empathy.

Statistical analysis: It is done using SPSS.

Results: Will be discussed later in the conference.

Conclusions: Will be discussed later in the conference.

F. 11.10: Perception and attitude of post graduate students of various specialties towards psychiatry and mental health
Mohammed Afiz Ashraf, Vijaya Mahadevan, Srinivasa Gopalan, Zubaida Sultana, Cattamichi Vinila
Meenakshi Medical College and Research Institute

Preferred mode of Presentation: Free Paper-Oral.

Aims and Objectives: A cross-sectional study to be conducted at Meenakshi Medical College and Research Institute to evaluate the perceptions, knowledge and attitudes of non-psychiatry post graduates towards mental illnesses.

Methodology: Study is to be conducted using a self-reported questionnaire, ATP-30 scale addressing the above said aspects among post graduates of all specialties including non-clinical departments.

Results: Results are to be presented during the conference.

Conclusions: To be presented.

F. 11.11: Emotional quotient and coping styles in junior doctors
Harish Kulkarni, C.Y. Sudarshan, Shamshad Begum

Aims and Objectives: To assess Emotional Quotient (EQ) and Coping Styles in junior doctors and study their association.

Methodology: One hundred and six junior doctors belonging to both the sexes were briefed about the study and scales used for assessment. After consenting for the study, they answered the self-rated questionnaire to assess EQ and Coping styles. Protocols with high lie scores were excluded from analysis. t-test and χ² test were used for continuous variables and categorical variables respectively. Pearson’s correlation was used to study the relationship between continuous variables.

Results: Sample consisted of an equal number of both sexes, majority of who were from urban background, belonging to Hindu religion, nuclear family and were unmarried. No gender differences were observed in EQ and coping styles. Sensitivity and Maturity dimensions of EQ had significant negative correlation with Distraction Negativism and Denial dimensions of coping styles respectively and Competency dimension of EQ and Total EQ had significant negative correlation with both. Substance users and non-users didn’t differ in EQ significantly. Intensity of different dimensions of EQ had differential correlation with coping styles.

Conclusions: EQ can have significant influence on coping skills.

F. 11.12: Mental health research projects: A practical integration of mental health into a medical curriculum
University of Wollongong,Australia

Aims and Objectives: The University of Wollongong (UoW) graduate-entry medical course embeds research and critical analysis within the curriculum, concluding with students undertaking a regional/rural community-based research project. Students are encouraged to design a research project of interest to them and the local community. This study analyzed whether conducting research projects enhances learning/understanding about rural/regional mental health issues amongst UoW medical students.

Methodology: An audit was conducted of research projects completed during 2007-2009 (n=217), to identify the study design and mental health area of research interest.

Results: Eleven projects (5.1%) incorporated mental health themes. They used quantitative, qualitative and mixed-method research designs and focused on topics such as: Barriers to treatment of mental illness in rural/regional practice; strategies to reduce stress; attitudes towards depression in primary care; and mental health issues for medical students/doctors.

Conclusions: Mental health is an important component of regional/rural medical practice. Embedding research and critical analysis within a medical curriculum helps to develop research-readiness among graduating doctors and enables specialised areas, such as mental health, to be integrated into the program. The opportunity to undertake a research project in situ raises the awareness of doctors-in-training to the prevalence of mental health issues in rural/regional Australia.

F. 11.13: Clinical psychiatry teaching for medical students: Reflections of a psychiatric preceptor in a regional medical school
Nagesh Pai, Nalin Wijesinghe, Beverly Rayers

Aims and Objectives: The purpose of this study was to delineate the process of acquiring basic Psychiatric knowledge and skills during medical education and the internship Period. It was motivated by a need to effectively deliver the steadily increasing scientific knowledge about psychiatric disorders and their treatment to graduate entry medical students. We describe our reflections on being a clinical preceptor for Graduate Students of GSM (Graduate School of Medicine) during the 5 week rotations in Hospital based clinical rotations in Psychiatry.

Methodology: Initial five years experience in teaching graduate medical students in a new Medical School will be presented. This regionally