

**AMEE 2020  
THE VIRTUAL  
CONFERENCE**

**SHORT  
COMMUNICATION**

**HWAL LEE, PA-S3**

**RADFORD UNIVERSITY PA PROGRAM, USA**

# DISCLOSURE



NO FINANCIAL RELATIONSHIPS OR  
CONFLICTS OF INTEREST RELATED  
TO THE SUBJECT MATTER OF THIS  
PRESENTATION.

# ACKNOWLEDGMENT



- NCCPA HEALTH FOUNDATION – KATHY J PEDERSEN GRANT TO PROMOTE EQUITABLE CARE
- BLUE RIDGE BEHAVIORAL HEALTHCARE
- SUICIDE PREVENTION COUNCIL OF ROANOKE VALLEY
- UNIVERSITY OF LYNCHBURG SCHOOL OF PA MEDICINE
- RADFORD UNIVERSITY CARILION
- PA FOUNDATION – MENTAL HEALTH OUTREACH FELLOWSHIP

**PHYSICIAN ASSISTANT  
STUDENTS MAY BENEFIT  
MORE FROM EARLIER  
MENTAL HEALTH  
TRAINING**

**HWAL LEE, PA-S3**

**RADFORD UNIVERSITY PA PROGRAM, USA**

# PHYSICIAN ASSISTANT (PA) STUDENTS MAY BENEFIT MORE FROM EARLIER MENTAL HEALTH TRAINING



- I AM A 3<sup>RD</sup>-YEAR PA STUDENT
- WHAT'S PA?
- PA'S IN THE USA VS THE UK

# BACKGROUND



- ❑ BURNOUT AND MENTAL ILL-HEALTH AFFECTING PA STUDENTS
- ❑ BARRIERS TO HELP-SEEKING
- ❑ EFFECTIVENESS OF MENTAL HEALTH FIRST AID (MHFA) TRAINING EVALUATED

# SUMMARY OF WORK

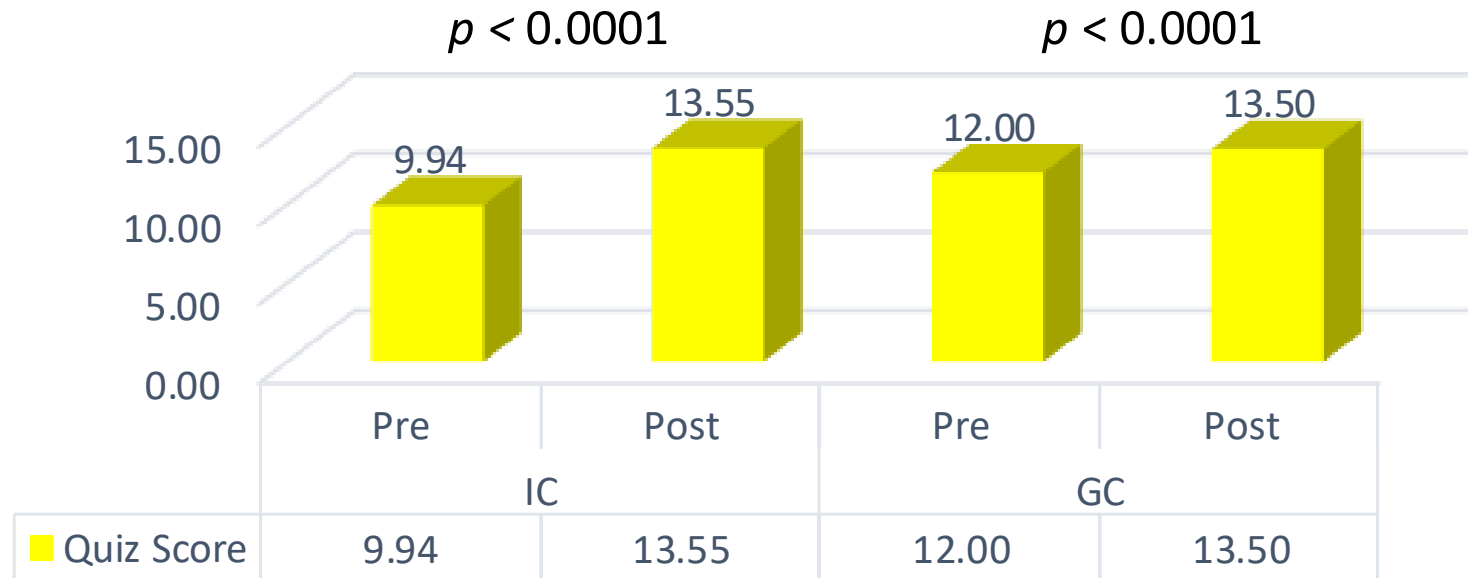


- ❑ INCOMING COHORT (IC; N=31) AND GRADUATING COHORT (GC; N=30) OF PA STUDENTS COMPLETED MHFA TRAINING
- ❑ MHFA OPINIONS QUIZ RESULTS
- ❑ STUDENT FEEDBACK
- ❑ ONE-MONTH FOLLOW-UP SURVEY RESPONSES

# SUMMARY OF RESULTS #1



## PRE- & POST-TRAINING QUIZ SCORES





# SUMMARY OF RESULTS #2



*“Discussing tough topics (suicide) easily”*

*“Realistic interventions for everyone to use”*

*“The availability of resources I can offer to those in need”*

## IC PERCEIVED STRENGTH OF TRAINING

*“Material was presented clearly in a way that is easy to apply”*

*“Group activities and discussions”*

*“Instructor was enthusiastic and knowledgeable”*

## GC PERCEIVED STRENGTH OF TRAINING

# SUMMARY OF RESULTS #3



*“This course debunked common misconceptions I had about mental illness”*

*“I feel much more confident in my ability to help someone in need during a mental health crisis”*

*“gave me good insight into how to recognize and address mental health concerns”*

## IC OVERALL RESPONSE TO TRAINING

*“It was helpful and informative”*

*“I found it to be very helpful & made me feel more comfortable in these situations”*

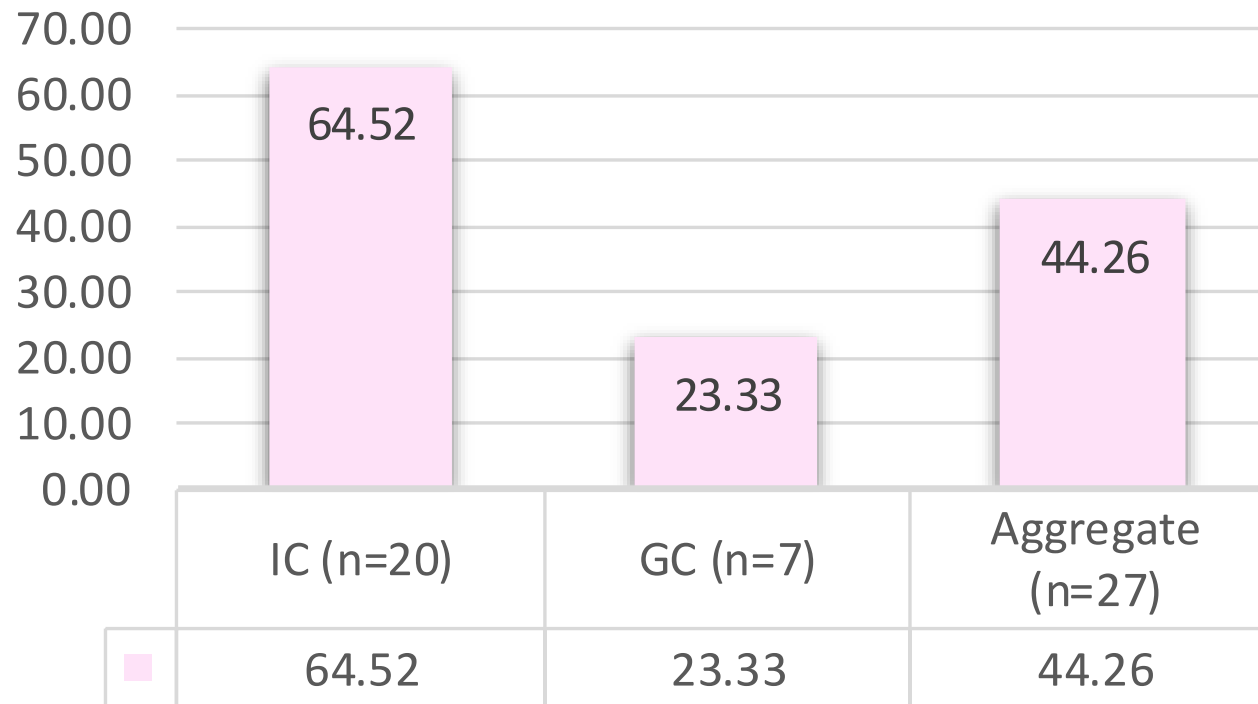
*“Informative + fun!”*

## GC OVERALL RESPONSE TO TRAINING

# SUMMARY OF RESULTS #4



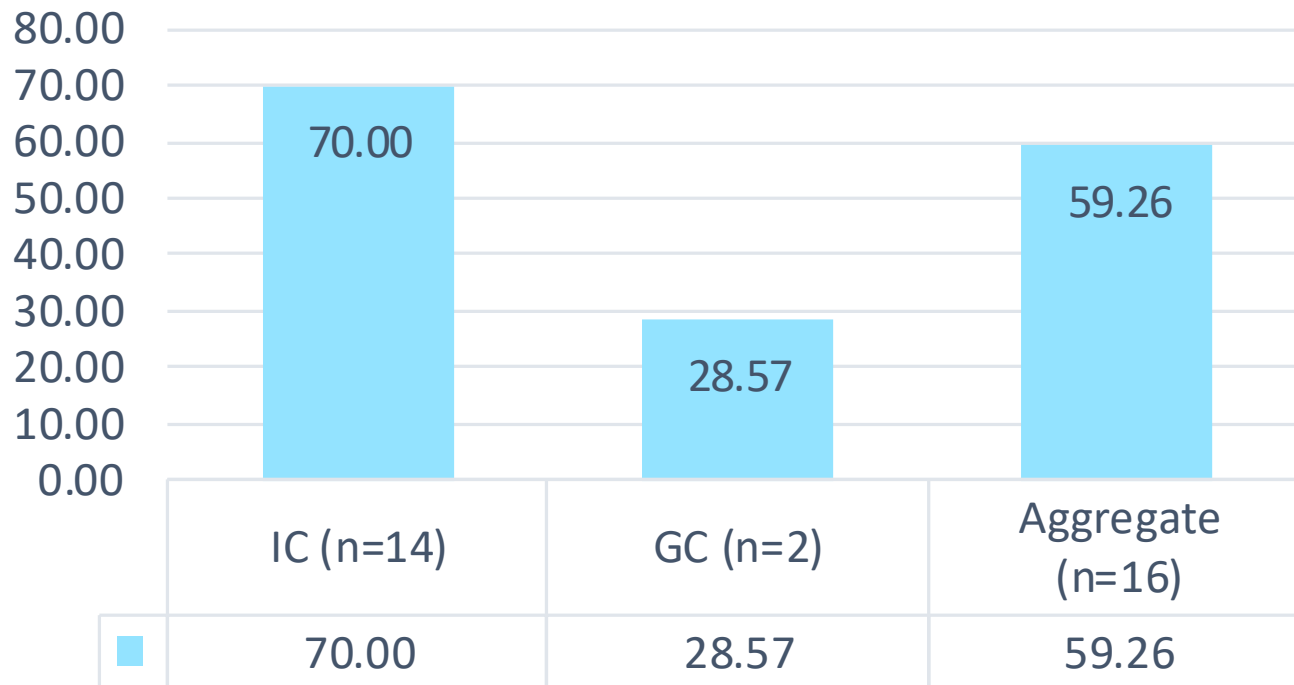
## RESPONSE RATE



# SUMMARY OF RESULTS #5



## USED SKILLS/RESOURCES

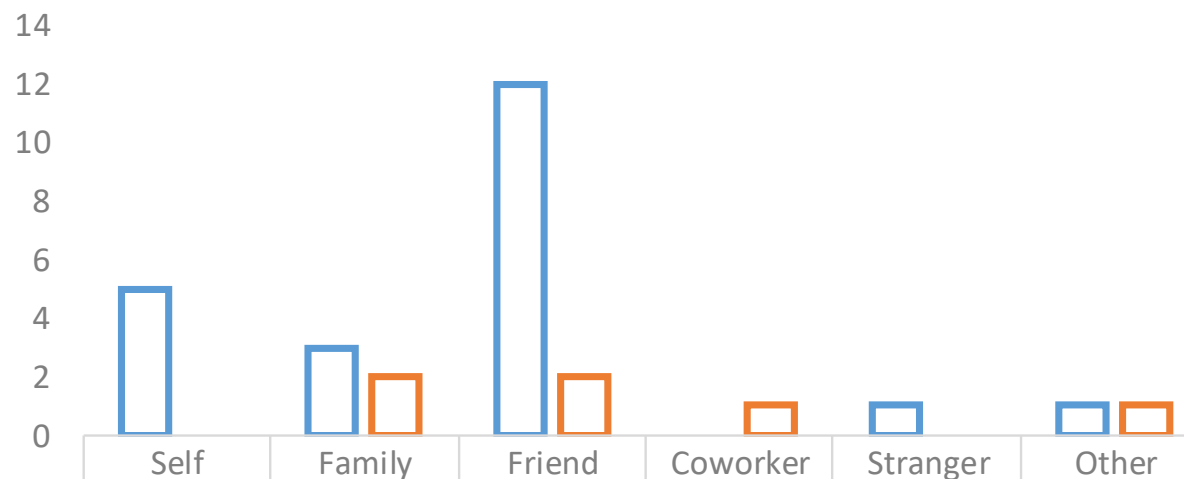


# SUMMARY OF RESULTS #6



## WHO WAS HELPED?

■ IC (n=14) ■ GC (n=2)



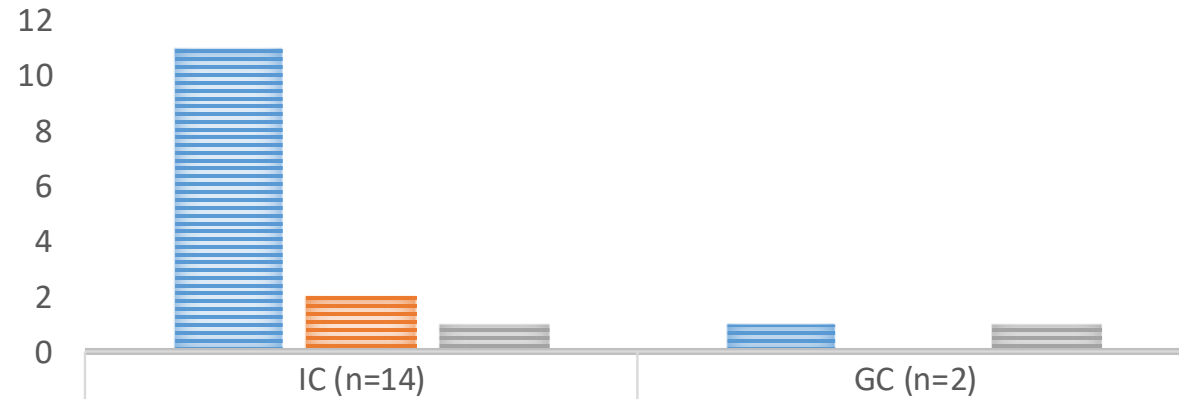
■ IC (n=14)	5	3	12	0	1	1
■ GC (n=2)	0	2	2	1	0	1

# SUMMARY OF RESULTS #7



## HELP FREQUENCY

Once 2-3 Times >3 Times



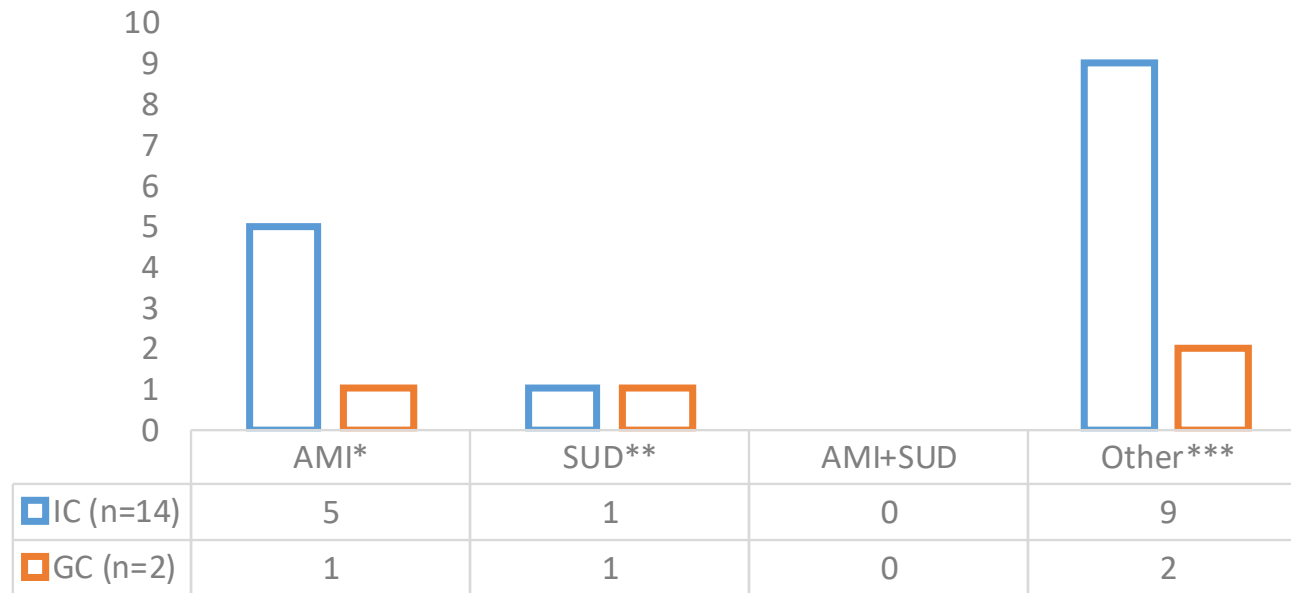
	IC (n=14)	GC (n=2)
Once	11	1
2-3 Times	2	0
>3 Times	1	1

# SUMMARY OF RESULTS #8



## WHAT LED TO CRISIS?

■ IC (n=14) ■ GC (n=2)



\*AMI= Any mental illness; \*\*SUD= substance use disorder

# CONCLUSIONS



- **MHFA SIGNIFICANTLY ASSOCIATED WITH ↑ MENTAL HEALTH LITERACY, ↓ STIGMA**
- **PA STUDENTS REPORTED ↑ AWARENESS OF RESOURCES AND UTILISATION OF SKILLS & RESOURCES**



# TAKE-HOME MESSAGES



- MHFA PRESENTS AN EFFECTIVE STRATEGY TO PROACTIVELY SUPPORT PA STUDENT MENTAL HEALTH.
- PA STUDENTS MAY BENEFIT MORE FROM EARLIER MENTAL HEALTH TRAINING.

# REFERENCES



1. BROWN MH. THE INCREASED AWARENESS OF PHYSICIAN ASSISTANT STUDENT MENTAL HEALTH. *THE JOURNAL OF PHYSICIAN ASSISTANT EDUCATION*. 2004 JAN 1;15(2):116-20.

2. OROZCO JM, FURMAN JA, ROMAN C, GUTHRIE J, JACKSON C. BURNOUT PREVALENCE IN PA STUDENTS. *JAAPA-J AM ACAD PHYS*. 2016 OCT 1;29(10):1.

3. NEARY S, BRADLEY M, ROMAN C. A CALL TO ACTION: PHYSICIAN ASSISTANT STUDENT WELL-BEING. *THE JOURNAL OF PHYSICIAN ASSISTANT EDUCATION*. 2019 SEP 1;30(3):133-4.

4. PHYSICIAN ASSISTANT EDUCATION ASSOCIATION, BY THE NUMBERS: STUDENT REPORT 3: DATA FROM THE 2018 MATRICULATING STUDENT AND END OF PROGRAM SURVEYS, WASHINGTON, D.C.: PAEA, 2019. DOI: 10.17538/SR2019.0003

# THANK YOU!



**CORRESPONDENCE:**  
**HWAL LEE, CERTIFIED MHFA INSTRUCTOR**  
**HLEEI4@RADFORD.EDU**