



Understanding and Dissecting Common Mental Health Biases and their Effect on Patient Outcomes

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Introduction and Purpose

- Nearly 90% of people with mental illnesses claim that stigma and discrimination have a negative effect on their lives and more than half do not seek treatment due to these concerns.
- The main purpose of the education created was to inform nursing students about some of the common biases that nurses hold when caring for psychiatric patients and how these biases affect patient outcomes
- PICO:** In undergraduate nursing students, does education regarding common mental health biases compared to a sense of education influence their understanding of these biases and how they affect mental health patients?

Literature Search

Databases: Pubmed, CINAHL, PsycInfo, Medline

Keywords: nursing students, nurses, stigma, perception, biases, education, mental illness

Article Date Range: 2014-2021



Current Evidence

We included 26 articles in our research

- One reason why individuals with mental health disorders do not seek treatment is the associated stigma. (Arbanas et al., 2018)
- Stigma toward individuals with mental illness is prevalent, not only in society but also among nurses caring for this population. Such stigma contributes to health disparities, discrimination, and a lack of providers working with those who experience mental illness. (Carroll, 2018)
- Contact-based education with a recovery focus has been identified as one of the most effective ways to reduce stigma (Carroll, 2018)

Education Plan

Place: Cisco Webex Meetings

Presented to: Junior Nursing Student in Mental Health Course

Objectives:

- Be able to identify the common biases nurses hold towards mental health patients in different settings
- Be able to understand how these biases can affect patient outcomes
- Be able to utilize and apply this knowledge when caring for their psychiatric patients during clinical

Implementation and Feedback

Date: 3/22/2021 11:00am-11:15am

Audience: Junior Nursing Students in a Mental Health Course

Presentation

- Ten minute PowerPoint Presentation
- About 90 students attended the class
 - 55 responded to the survey

Pre and Post Education Survey

- Likert scale ranging from strongly agree to strongly disagree



Question	Pre Survey	Post Survey
Mental illness is a weakness	80% disagree	85% disagree
Mental Health patients are more likely to be violent	35% agree	20% agree
I feel unsafe when caring for mental health patients	85% disagree	85% disagree
Physical illness is more important than psychiatric illness	85% disagree	85% disagree
Psychiatric illness impacts physical illness	95% agree	95% agree
Personal biases can affect patient care	100% agree	100% agree

Results and Conclusion

Results

- 100% agreed personal biases can affect patient outcomes
- 97% agreed this education helped them understand common mental health biases
- 97% agreed this education was useful in debunking mental health biases
- 97% agreed this education helped them understand how biases can affect patient outcomes

Conclusion

- Based on our results it can be inferred that education regarding common mental health biases effectively increased nursing students' understanding of these biases and how they affect mental health patient outcomes.

Recommendations

- Continuing education regarding mental health biases would be effective in making healthcare providers aware of their own personal biases.
- It is important for nursing students to self reflect on their own biases and how they can inadvertently affect patient outcomes.
- Continued research on this topic is recommended due to the limited sample size and variability of the population, as well as a lack of quantitative evidence on the subject.

References

- Arbanas, G., Bosnjak, D., & Sabo, T. (2018). Impact of a nursing in psychiatry course on students' attitudes toward mental health disorders. *Journal of Psychosocial Nursing and Mental Health Services*, 56(3), 45-51. doi:10.3928/02793695-20171024-01
- Carroll, S. M. (2018). Destigmatizing mental illness: An innovative evidence-based undergraduate curriculum. *Journal of Psychosocial Nursing & Mental Health Services*, 56(5), 50-55. doi: 10.3928/02793695-20180108-04