Need for Mental Health and Addiction in Curriculum

Kent-Wilkinson, A., Blaney, L., Groening, M., Santa Mina, E., Rodrigue, C., & Hust, C.

PURPOSE

• Mental health and addiction conditions persist in 2017 as serious health concerns that are complex, concurrent, co-morbid, and common!

STATISTICS IN CANADA

One in five Canadians (20%) are estimated to experience a mental health disorder throughout their lifetime (CMHA, 2014; MHCC, 2012; Statistics Canada, 2013; Smetanin et al., 2011).

STATISTICS GLOBALLY

One in four people globally live with mental illness or 450 million people (WHO, 2001).

PURPOSE/ OBJECTIVES

• To emphasize the importance of inclusion of mental health and addiction content in the curricula of all undergraduate nursing programs;
• To address the need for entry-to-practice competencies; and,
• To discuss the responsibility of nursing education and professional associations.

NEED/ISSUE

• The complexity of concurrent disorders supports the need for entry-level undergraduate nursing education in Canada to prepare all new RNs to identify, and care for individuals living with mental health and addiction.

2015 RESEARCH

46 undergraduate nursing programs in Canada
21.74% NO mental health theory course
28.3% NO clinical placement (Vandyk, 2015).

MENTAL HEALTH AND ADDICTION

• More than 50% of those with an addiction have a mental illness, and
• 15% to 20% of those with a mental health disorder also have an addiction (Canadian Centre for Substance Abuse, 2009).

STANDARDS/COMPETENCIES

Domain 1 Professional Responsibility & Accountability
Domain 2 Knowledge based practice
Domain 3 Ethical Practice
Domain 4 Services to the Public
Domain 5 Self Regulation

CONTACT INFO

• ‘Arlene Kent-Wilkinson’ arlene.kent@usask.ca;
• ‘Leigh Blaney’ leigh.blaney@viu.ca;
• ‘Marlee Groening [VC]’ marlee.groening@vch.ca;
• ‘Elaine Santa Mina’ esantami@ryerson.ca;
• ‘Carmen Rodrigue’ ccrrodrigue66@gmail.com;
• ‘Carmen Hust’ hustc@algonquincollege.com

www.cfmhn.ca/positionpapers