



Healthy Campus Case Study



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AN tÚDARÁS um ARD-OIDEACHAS

Exploring the Impact: Empowering Individuals in a Medical Education Institution with Mental Health First Aid Training

Name of institution and initiative lead
The Royal College of Surgeons in Ireland StEP project research team.
Date and timeframe
January – March 2024 with plans to continue initiative and evaluation.
What was the reach?
15 medicine students of mixed stages, ages, genders, and ethnicities.
Aims and Objectives
The aim of this initiative is to assess the feasibility of integrating Mental Health First Aid (MHFA) into the medicine curriculum at the Royal College of Surgeons in Ireland (RCSI). Since MHFA is currently part of the Year 3 undergraduate pharmacy curriculum, this initiative is exploring the potential of MHFA being incorporated into the medicine curriculum which could support medicine students in learning skills to support each other and future patients.
What are the considerations that impact the delivery of a Mental Health First Aid course to the medicine course at RCSI?

Aims and Objectives
1. What are the barriers as perceived by students in undertaking mental health first aid during their medical education?
2. Delivering MHFA training during which year of the programme at RCSI provides the biggest improvement in helping behaviour, stigmatising attitudes, and confidence in addressing mental health crises?
3. What is the long-term impact of MHFA in a medical cohort, and how does this impact differ by year?
4. What suggestions do medical students have for tailoring MHFA to suit those with a medical background?
5. What is the best time to incorporate MHFA training into the medical programme at RCSI?

Aligned frameworks, policies, or strategies
Healthy Campus Charter and Framework Connecting for Life Sharing the Vision: A Mental Health Policy for Everyone Making Every Contact Count
Project Collaborators
This involved a collaboration between medicine students, student welfare service, St John of God's (SJOG), and PhD student and senior academic in the School of Pharmacy and Biomolecular Sciences.
Key Learning Points
1. Medical students are keen to engage with early intervention training on mental health.
2. Medical students identify a gap in their medical curriculum relating to mental health skills, confidence, and knowledge.
3. There is a need to expand on cultural competencies within mental health education.

Healthy Campus Process	Whole Campus Approach	Topic	Population Group
Consult	Personal & Professional Development	Mental Health & Wellbeing	Students
Create		Wellbeing on the Curriculum	

