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38\textsuperscript{TH} Australian College of Mental Health Nursing Conference

\textit{Darwin Convention Centre}

2\textsuperscript{nd} – 5\textsuperscript{th} October, 2012

Elijah Marangu - Lecturer & PhD Candidate Deakin University (Presenter)
Associate Prof Natisha Sands – Deakin University
Professor Anna Karani – University of Nairobi, Kenya
Mind the gap!

“ A discussion on disparity between low and high income countries in the provision of mental health care and the implications for capacity building in Kenya’s nursing workforce”
**Gap: definition**

- An opening in a solid structure or surface
- A cleft or breach

Using *gap* in a sentence:
‘a large gap in the wall where the artillery shell has exploded’
Treatment gap

• “...absolute difference between true prevalence of a disorder and the treated proportion of individuals affected by the disorder”*

or

• A percentage of individuals who require care but do not receive treatment*

*Kohn et al 2004
## Gaps between countries

<table>
<thead>
<tr>
<th></th>
<th>Australia</th>
<th>Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>21.5 million</td>
<td>42 million</td>
</tr>
<tr>
<td>Life expectancy at birth</td>
<td>80/84</td>
<td>58/63</td>
</tr>
<tr>
<td>Total expenditure on health per capita (intl $)</td>
<td>3,382</td>
<td>63</td>
</tr>
<tr>
<td>Total expenditure on health as a % of GDP</td>
<td>8.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total number of Psychiatric beds</td>
<td>6219</td>
<td>1000</td>
</tr>
<tr>
<td>Total number of Psychiatrists</td>
<td>2743</td>
<td>75</td>
</tr>
<tr>
<td>Total number of Psychiatric nurses</td>
<td>14951</td>
<td>600</td>
</tr>
</tbody>
</table>

*(World Health Organisation, 2009)*
Mental Health Global Action Program (mhGAP)*

14% of the global burden of disease (measured in disability-adjusted life years [DALYs]) can be attributed to mental, neurological and substance abuse disorders.

Resources provided to tackle increased burden caused by mental ill-health are insufficient, inequitably distributed and inefficiently used. This leads to a treatment gap of more than 35% in high income countries and 85% in low and middle income countries.

mhGAP is a program developed by the World Health Organisation to deal with this challenge by providing a blueprint to planners, donors and policy makers. Building and strengthening of human resources is one of the key frameworks of mhGAP action and a focus of this research project.

*WHO 2008
Integrated mental health service model (WHO/WONCA 2008)
WHO/ICN Report 2007

Findings
• Globally, there is paucity of information on the quality and quantity of mental health nursing training for nurses
• Fewer nurses in low middle income countries (LMICs) and even fewer mental health nurses
• Few tertiary and community facilities
• Nurses in LMICs have a wider scope of practice e.g. to initiate and renew prescriptions

Recommendations
• Recognise nurses as an essential human resource for mental health
• Ensure adequate numbers of nurses with mental health nursing skills
• Incorporate mental health nursing into post basic training
Mind the gap
Research Topic


Supervisors:
1. Assoc Prof Natisha Sands (Deakin University)
2. Prof Fethi Mansouriri (Deakin University)
3. Prof Anna Karani (University of Nairobi – Kenya)
Research aims

• To identify current gaps in mental health service provision in primary care settings in Kenya using the World Health Organisation mhGAP tool for developing countries

• To determine current levels of mental health literacy among nurses working in primary care settings in Kenya

• To design a preliminary model (road map) to increase the capacity of the Kenyan nursing workforce in the delivery of mental health care in primary and community-based settings
The research project: Kenya – background info

• Population – Nearly 42 million people mostly young*
• One in 10 children die before the age of 5 years
• Leading cause for morbidity and mortality is Malaria
• In-country research has put prevalence rate for psychiatric morbidity at 25% in Kenya (Kiima 2004)
• HIV/AIDS prevalence is 7.4%*

*Rakuom C (2010)

#WHO (2009)
Kenyan Health System service structure

*Levels of health care delivery in the Kenya Essential Package for Health (KEPH) (Rakuom 2010)
Risk factors for mental illness: the evidence

- 1:5 prevalence consistent with global prevalence rates (MhGAP 2008), plus increased burden related to:
  - HIV/AIDS and associated emotional stress, depression and cognitive impairment in terminal stage*
  - Rapid urbanisation leading to violent crimes, substance and alcohol use and poor access to available services
  - High poverty levels
  - Internally and externally displaced people due to civil war and tribal conflict leading to more than 0.5 million people in refugee camps
  - Unemployment
  - Large number of youth 15 – 28 years in the population who are mainly unemployed and unable to access tertiary education
  - Stigma

Demands + Expectations

Health Literacy

Individual Skills
Possible research questions

1. What are the current gaps in the provision of mental health services in primary care settings in Kenya?
2. What training relating to mental health care have nurses (RN & Ens) working in primary health care settings received in their basic nurse training?
3. How are staff development needs relating to mental health care addressed in the primary health care sector in Kenya?
4. What is the current level of mental health literacy among nurses working in primary health care settings in Kenya?
Design

1. Phase 1 - Survey
2. Phase 2 - Analysis
3. Phase 3 - Preliminary model
4. Phase 4 - Finalised model
5. Phase 5 - Implementation (Post-doc)

Elijah Marangu – Research map 2012
Expected outcomes

• Confirmation of gaps in skills, training and practices of nurses working in all tiers of health service provision
• Ensuring alignment of current nurse training to include mental disorders and appropriate interventions for primary care in the nursing curricula in Kenya
• Informing required staff development needs pertaining to mental disorders and their management by nursing staff already in the workforce
• Advocacy tool for resource mobilisation to aid mental health nurse training in Kenya
• Planning and implementing mental health nursing education in Kenya and/or similar settings
Application to practice

• Addressing staff development needs
• Dissemination of findings to educators, planners and other key stakeholders
• Further development of the nursing curricular
References
