

# Changing Practice through Education: Integrating Recovery and Best Practice Approaches



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# Outline for Workshop

- Overview of Recovery & Best Practices
- Description of the Environment
- Description of our Journey
- Peer Consultation

# Forces driving change in nursing practice

Mental  
Health  
Reform

BScN as  
Entry to  
Practice

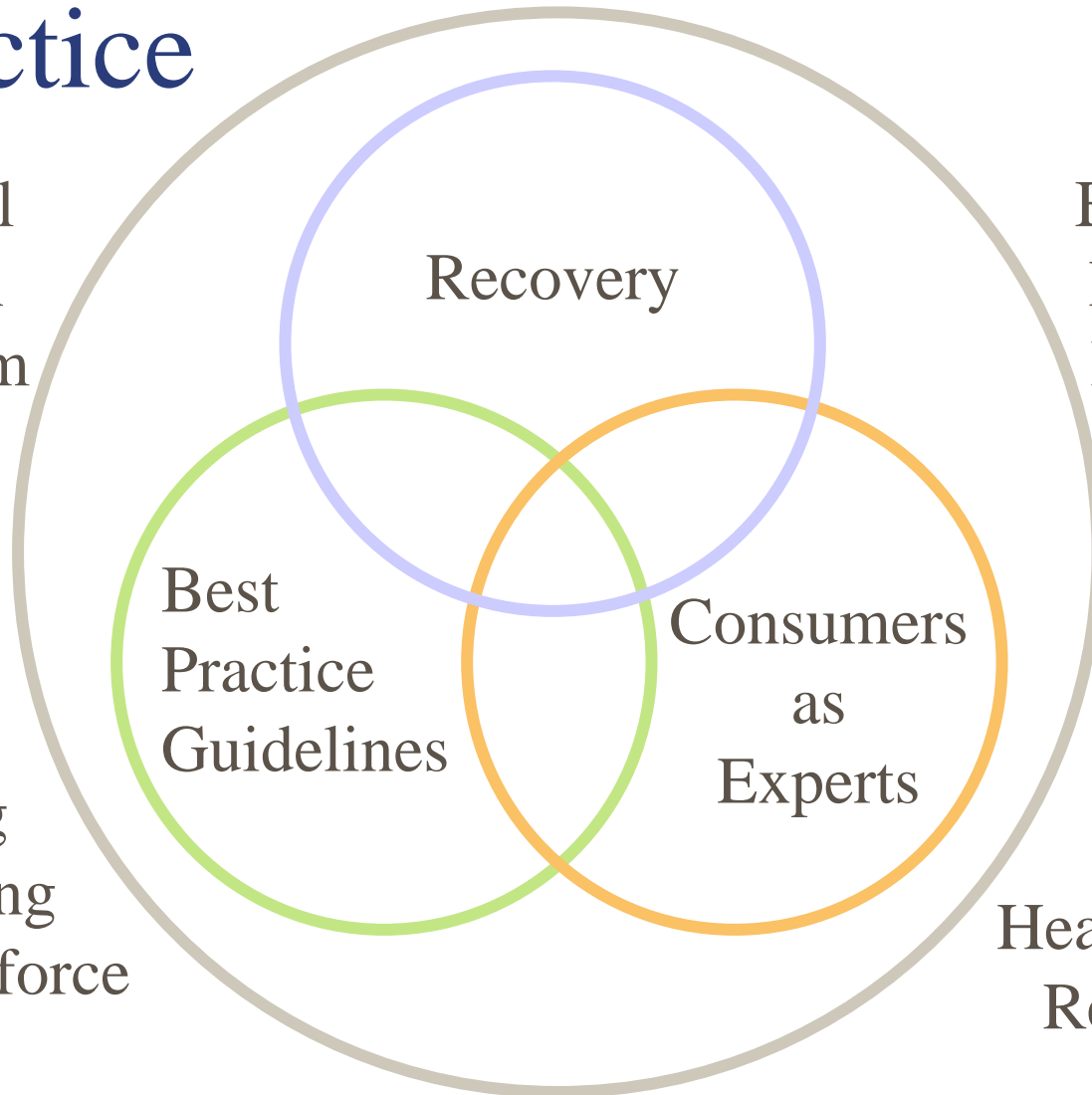
Recovery

Best  
Practice  
Guidelines

Consumers  
as  
Experts

Aging  
Nursing  
Workforce

Limited  
Health Care  
Resources





# What is Recovery?

- Refers to the lived or real life experience of people as they accept and overcome the challenge of disability.
- It is a subjective experience of getting a new sense of self and purpose within and beyond the limits of disability.
- It is what consumers do!



# What is Recovery?

- A process,
- An outcome,
- And a vision



# Best Practices

- Systematically developed statements (based on available evidence) to help practitioners recommend approaches and strategies for specific clinical situations (Field and Lohr, 1990)



# Consumers as experts

- First person accounts and stories
- IAPSRS
- Consumer run groups
- Consumer/providers



# Context

- Mental health reform
- BScN as entry to practice
- Aging nursing work force
- Limited health care dollars



# Hamilton Context

*The stars were in a line...*

- St Joseph's lead in mental health care
- Mental Health Rights Coalition
- Group of like minded individuals moving into leadership positions: practice, education, research, and administration

The story of the journey so far....





# Where is the road leading?

- Overall Goal: push the system so consumer has opportunity to experience recovery
- Educational Goal: deepen the knowledge & skills and influence the attitudes of nurses practicing in mental health settings

# Gathering the group to envision a program



# Starting down the road



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<http://www.clarkson.edu/business/graduate/dayinthelife.php>



# Threads

- 1. The person with the illness is at the centre of all understanding of psychiatric illnesses and mental health nursing approaches. All teaching approaches will reflect this core value, including the use of language.
- 2. Self-knowledge of values and beliefs, and self-reflection for the student are central to learning and to informed practice.



## Threads con'td.

- 3. There are multiple ways of knowing, including evidence based, humanistic (qualitative), and experiential. All three are essential for excellence in nursing practice.
- 4. The mental health system is changing and nurses are important to this change process. Recovery, hope, stigma, power (empowerment), and partnership (collaboration) are central to this change.



# Themes

- World of the person with the illness
- Communication & Therapeutic Use of Self
- Nursing Role
- Priority Health Issues of People Living with...
- Teaching and Learning



# Courses of Program

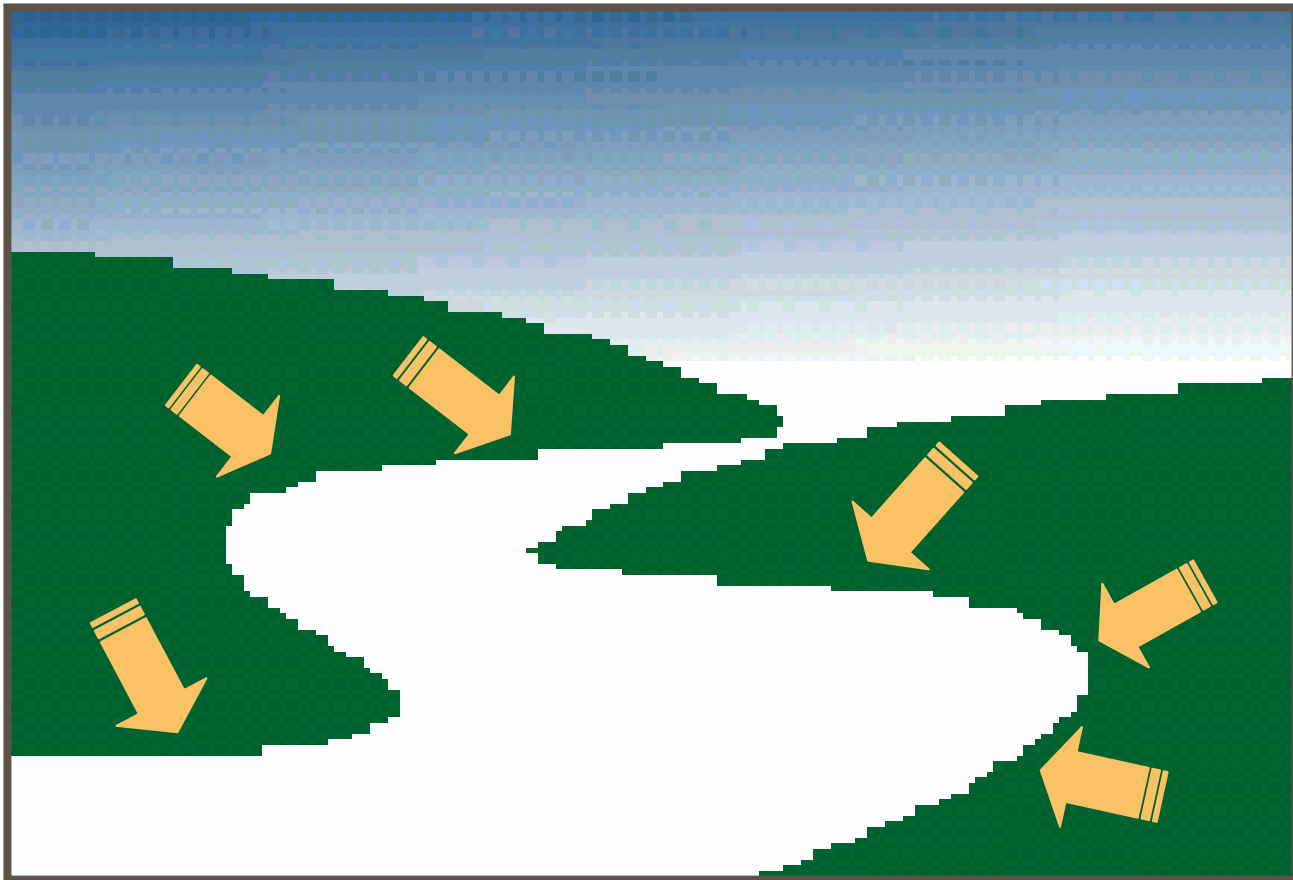
- Concepts & Theories in Psychiatric/Mental Health Nursing I & II (2 courses)
- Selected Topics in Psychiatric/Mental Health Nursing
- Communication Skills for Individuals, Families & Communities
- Introduction to Research Methods & Critical Appraisal
- Guided Nursing Practice


# The environment around the path



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<http://www.herrhomestead.org/back%20path.jpg>

# “Pushing in” or constraining forces

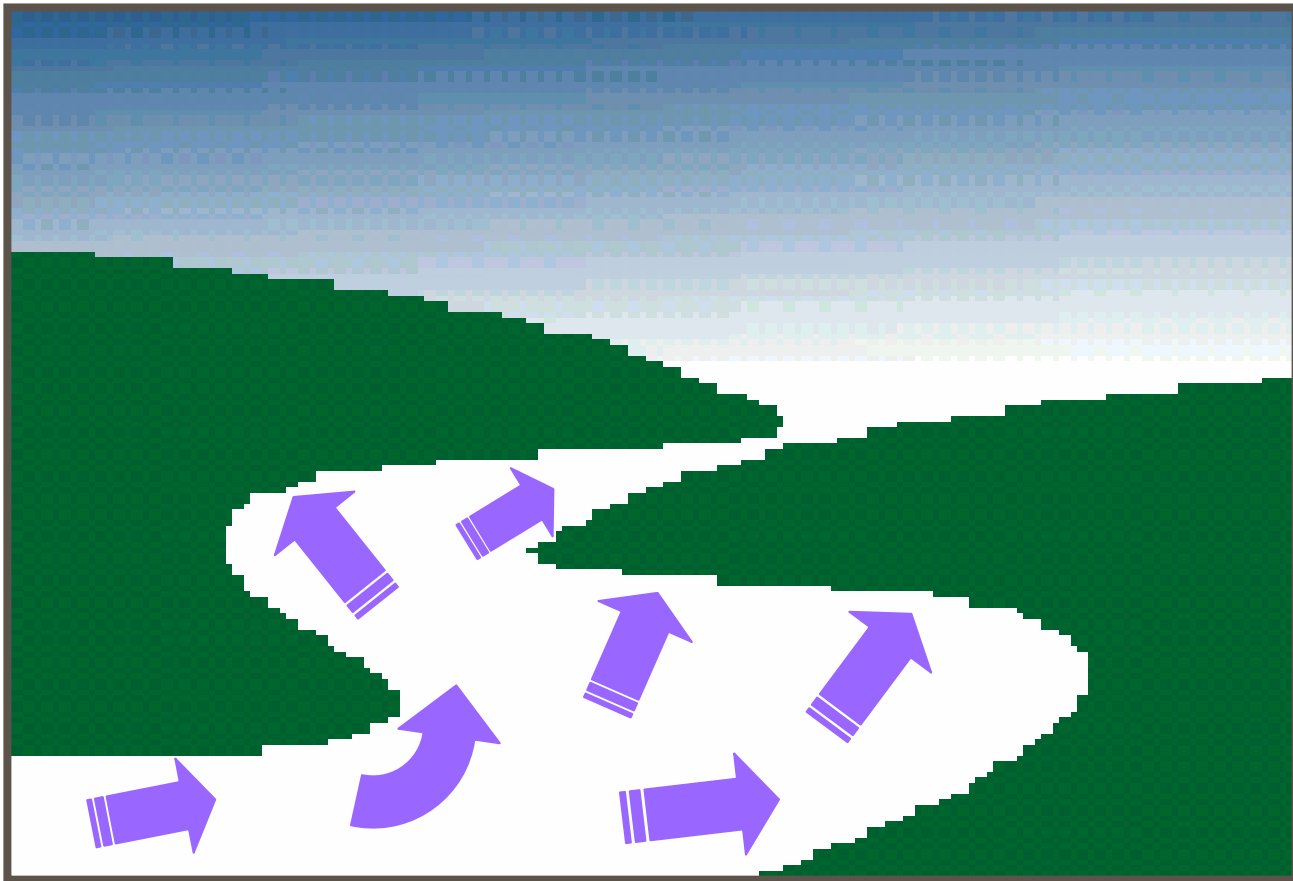




# “Pushing in” or constraining forces

- generalist nurse
- stigma & discrimination
- old beliefs & ideas
- skepticism-it’s only a fad, flavour of the month

# “Pushing back” or facilitating forces





# “Pushing back” or facilitating forces

- Like-minded people
- Unwavering support
- Re-examining beliefs
- Finding new opportunities (best practice guidelines & consumer stories)

# Opening new “side roads” or spin-offs



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<http://www.torrens.demon.co.uk/holiday/greenland/trip.htm>



# Opening new “side roads” or spin-offs

- Recovery-focused orientation to new staff
- Administrative group exploring recovery
- Possibilities for graduate education



# Measuring success: Educational Outcomes

- Knowledge: Personal Progress Inventory (PPI)
- Skills: Objective Structured Clinical Exam (OSCE)
- Attitudes: Recovery Attitude Scale, Nursing Professional Values Scale



# Other Success Indicators

*students successes, believing in themselves*

- Best-practice guidelines task force membership
- Students presenting at IAPSRS
- Recruitment of new students



# Moving to new educational challenges

- Exploring new nursing model (TIDAL model)
- Exploring Calgary Family Assessment Model
- Continuing with BScN completion
- Consideration of graduate studies in nursing



# Keys for success ( Put in your backpack)

- Support of like-minded, committed individuals
- Being inclusive (consumers, families, other disciplines, hitchhikers along the way)
- Thinking outside of the box, being open to new ideas
- Re-framing constraining forces as opportunities



# Peer Consultation



Need to believe that we can make  
a difference