Mentoring the Leadership Workforce of Tomorrow: Advanced Practice Nursing (APN) Internships

2015 National Conference of the Canadian Federation of Mental Health Nurses, October 2015

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Objectives

By describing a unique CAMH APN Internship model we will share key learnings regarding:

1. Organizational infrastructure & supports needed to transition novice Master’s prepared nurses into APN leadership roles

2. The importance of mentorship for professional development

3. APN competency development in mental health and addictions settings
Centre for Addiction and Mental Health (CAMH)

- Largest mental health & addictions facility in Canada (only mental health & addictions facility in Ontario with an Emergency Department)

- Serve over 28,000 clients per year; inpatient and outpatient across the lifespan

- Academic Teaching Hospital, fully affiliated with University of Toronto

- Approximately 3000 staff

- Approximately 25 Advanced Practice Leaders; 15 Nurse Educators
APN Professional Development & Recruitment Challenges

Organizational Perspective:

- Complex mental health and addictions environment
- Strategic resources for professional development
- Leadership recruitment challenges (e.g., APN specialization)

Literature:

- Novice Master’s prepared nurses: inconsistent orientation & mentorship; learning needs unmet
- Difficulties operationalizing role; integration challenges
Organizational Infrastructure: Formal APN Internship

Barford Scholarships & Advanced Practice Nursing Internships

camh
Organizational Infrastructure: Formal Oversight Body

The Barford Internship Advisory Committee

- Selected nursing and interprofessional leaders
- Creates a formal supervision/mentorship and support plan
- Establishes deliverables: CNA Advanced Nursing Practice Competencies
- Reviews progress of the Interns’ role development plans
- Accountability for problem-solving
Mentorship for Professional Development

- Application of mentorship theory in internship design; key element of leadership development

- Zey’s Mutual Benefits Model (Triad: Mentor, Mentee, Organization)
  - Mentor benefits: Public acknowledgement of accumulated expertise
  - Mentee benefits: Increased knowledge, personal growth, protection and career advancement
  - Organization benefits: Enhanced leaders
The Mentoring Network

(Role Modeling, Socializing, Educating; Greene & Puetzer, 2002)

**Director**
Mentor & Supervisor

- Vision for role
- Resource allocation
- Oversight of role development plan
- Modeling supervisory relationship

**Intern**

**APN/C**
Mentor & Peer

- Role socialization
- Identifying learning opportunities
- Teaching
- Role modeling

**APN/C**
Mentor & Peer
Lessons Learned about Mentorship: The Mentor Perspective

- Hersey & Blanchard’s Situational Leadership Theory: Individualized coaching approach
- The importance of assessing developmental level
  - Competence (specialization needs)
  - Confidence (coaching for resilience)
- Value of real-life leadership opportunities and experiences that meet both the mentee’s and the organization’s needs
Lessons Learned about Mentorship: The Mentee (APN Intern) Perspective

- Autonomy and prioritization: focus on specific goals
- Relationship building beyond the mentorship network is key: front-line staff, interprofessional team, managers
APN Competency Development: Addictions and Mental Health

Intern Role Development Plan

- Tool used by Advisory Committee to create competency and oversight plan
- Based on the CNA Advanced Nursing Practice Competencies
- Guides interns’ activities, deliverables, and timelines
- Adapted to each intern based on individual learning needs and goals
Barford Advanced Practice Nursing Internship
Individualized Role Development Plan

This internship provided an opportunity to further develop and establish knowledge, skills, and judgment related to the CNA categories of competencies: advanced clinical practice, consultation, research and scholarship, education and leadership.

Name of Intern: Sara Ling
Internship Timeframe: September 14, 2014 to March 14, 2015
Name of Supervisor: Margaret Gehrs

<table>
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<tr>
<th>Competency Objectives: ADVANCED CLINICAL PRACTICE</th>
<th>Activities and Target Dates to Meet Competency Objectives</th>
<th>Mentor(s)</th>
<th>Resources/Supports</th>
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| • Demonstrates advanced knowledge and synthesis of advanced nursing practice within a clinical specialty (Clinical specialty area to be developed for 2014-15 Internship: Addictions and Concurrent Disorders Clinical Practice) | • Completes online learning for selected addictions and concurrent disorders courses (1 or 2) that can lead to Concurrent Disorders Certificate  
• Concurrent Disorders core course (Fall 2014)  
• Interactions Between Psychiatric Medications and Drugs of Abuse course (January 2015)  
• Synthesizes key learnings for possible use as orientation tools (see Education Competency) | Mahreen Hasan/Linda Slodan | • Cost for online courses  
• Assistance in selecting relevant courses |
| • Works collaboratively with clinical staff to assess, plan, implement and evaluate clinical interventions | • Reviews the addictions and concurrent disorder assessment tools used in MAARS, ACST Addiction Services and Child and Youth Concurrent Disorders Services (Target Date: October 2014)  
• Provides an analysis of the tools and makes recommendations about clinical use and standardization across CAMH addictions and concurrent services (Target Date: November 2014)  
• Demonstrates use of assessment tools in selected clinical cases (Target Date: December 2014)  
• Engaging with team on MWS re: nursing documentation in I-CARE (Target Date: Ongoing) | Hillary Chan  
Alison Watson  
Kirstin Bindseil  
Cheryl Rolin Gilman | • Assistance from mentors in reviewing tools available in services  
• Assistance from mentors in identifying clinical scenarios for assessment experience  
• Inclusion in I-Care working group for IPOC/Team Reviews |
APN Competency Development: Addictions and Mental Health

Work Plan

- Working document developed by Intern

- Tracks details:
  - Activities
  - Progress
  - Outcomes
  - Evaluation

- Used to provide updates to mentors and Advisory Committee
## Advanced Practice Nursing Internship Work Plan

**Intern:** Sara Ling  
**Supervisor:** Margaret Gehrs

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<tr>
<th>APN Competency</th>
<th>Activity</th>
<th>Target Date</th>
<th>Action Items/Status</th>
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| **CLINICAL PRACTICE**   | Completes online learning for selected courses that can lead to Concurrent Disorders Certificate  
                        | Ongoing          | 1) Completed Concurrent Disorders Core Course Dec. 12  
                        |                              | 2) Currently completing Interactions course                                    |
|                         | Synthesizes key learnings for possible use as orientation tools (education competency)  
|                         | **Concurrent Disorders Core Course**                                      |                 |                                      |
|                         | **Interactions Between Psychiatric Medications and Drugs of Abuse**       |                 |                                      |
| **LEADERSHIP**          | Demonstrates active membership in ACSTP Quality Council                  | Sept. 2014 - Ongoing | 1) Attended meetings: Sept. 16, Oct. 21, Nov. 18, Jan. 20, Feb. 17                  |
|                         | Works collaboratively with the program team to develop, implement and evaluate an identified quality improvement initiative relevant to accreditation preparedness | March 2015 | 1) Developing recommendations for post-fall head injury monitoring for accreditation materials (with Chris Uranis)  
                        |                              |                  | 2) Ensuring client orientation packages are available on MWS and reminding staff to discuss these with clients as part of admission |
| **RESEARCH & SCHOLARSHIP** | Potential BPSON evaluation role (Smoking Cessation)  
                        | Oct. 2014 - Feb. 2015 | 1) Developed handouts for staff re: use of the motivational tool  
                        |                              |                  | 2) Contributed to the development of information sheet/client survey  
                        |                              |                  | 3) In-services complete for both pilot units – staff feedback compiled  
                        |                              |                  | 4) Met with clients at community meetings on Jan. 8 & 9 – client feedback compiled  
                        |                              |                  | 5) Assisting Kirstin & Sandra with preparation for publication, consulted with librarian re: updated literature search |
|                         | Re-introducing pilot teams (LGUB & LSUA) to motivational tool (wooden chips); surveying clients about tobacco use screening and staff’s use of motivational tool |                 |                                                      |
| **EDUCATION**           | Delivers presentation on selected topic for Interprofessional Education Rounds  
                        | March 2015 | 1) Presenting at Education Rounds on March 3, 2015 (topic: Interactions Between Psychiatric Medications and Substances of Abuse) |
|                         | Delivered Best Practices in Care Planning & Preventing the Use of Restraints: Integrating Client Perspectives presentation  
                        | Oct. 2014 |                                                        |
|                         | Presented Nurse as Researcher at NPC                                      | Nov. 2014 |                                                        |
| **CONSULTATION**        | Works collaboratively with mentor(s) to identify at least 2 consultation opportunities for complex clinical situations | March 2015 | 1) Complex client scenario on MWS, received consults from geriatrics and ethics |
|                         | Observes clinical supervision and debriefs with mentor(s) regarding complex situations | March 2015 | 1) Observing/participating in clinical supervision at AMS biweekly with Kirstin B. |
References


- Donner, G.J., & Waddell, J. (2011). Are we paying enough attention to clarifying our vision for master's-prepared nurses and ensuring that educational programs and workplaces are prepared to help achieve that vision? An invitation to engage in an important conversation. *Nursing Leadership, 24*(2).


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- Mahreen Hasan
- Cheryl Rolin-Gilman
- Hillary Chan
- Marisa Tacconelli-Termine
Discussion

Inaugural Internship Recipients:
Kim Johnston, RN, MN; Sara Ling, RN, MN, CPMHN(C); Elisabeth Nardi, RN, MN