



camh Centre for Addiction
and Mental Health

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

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

Margaret Gehrs RN, MScN, CPMHN(C); Kristin Cleverley RN, PhD, CPMHN(C); Sara Ling, RN, MN, CPMHN(C);
Alison Watson RN, MN, CPMHN(C); Kirstin Bindseil MSW, RSW

+ 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

+ Organizational Infrastructure: Formal Oversight Body

The Barford Internship Advisory Committee

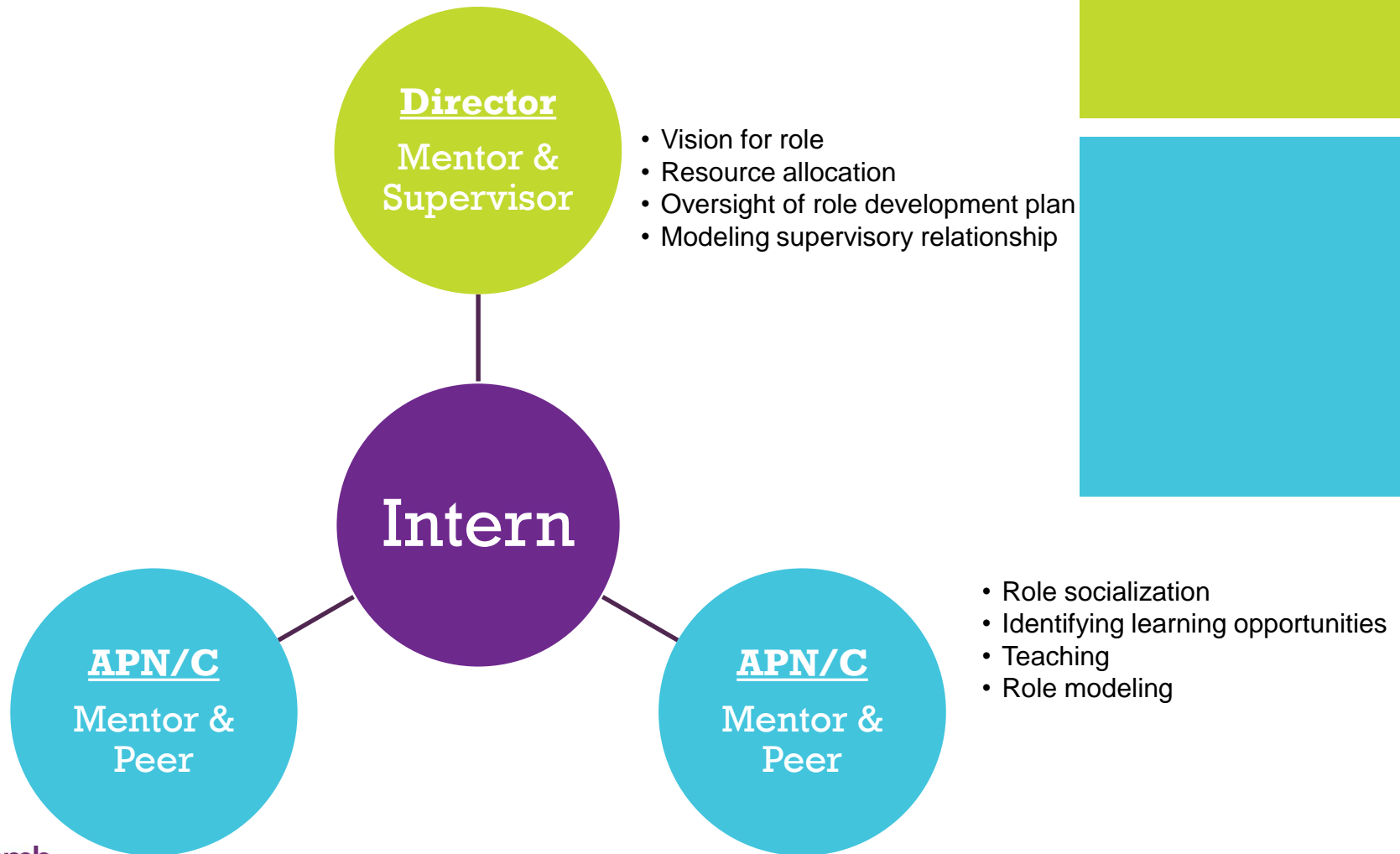
- Selected nursing and interprofessional leaders
- Creates a formal supervision/mentorship and support plan
- Establishes deliverables: CNA Advanced Nursing Practice Competencies
- Reviews progress of the Interns' role development plans
- Accountability for problem-solving

+ 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)



+ 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

Competency Objectives: ADVANCED CLINICAL PRACTICE	Activities and Target Dates to Meet Competency Objectives	Mentor(s)	Resources/Supports
<ul style="list-style-type: none"> Demonstrates advanced knowledge and synthesis of advanced nursing practice within a clinical specialty (<i>Clinical specialty area to be developed for 2014-15 Internship: Addictions and Concurrent Disorders Clinical Practice</i>) 	<ul style="list-style-type: none"> 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 Siodan	<ul style="list-style-type: none"> Cost for online courses Assistance in selecting relevant courses
<ul style="list-style-type: none"> Works collaboratively with clinical staff to assess, plan, implement and evaluate clinical interventions 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

APN Competency	Activity	Target Date	Action Items/Status
CLINICAL PRACTICE	<ul style="list-style-type: none"> Completes online learning for selected courses that can lead to Concurrent Disorders Certificate Synthesizes key learnings for possible use as orientation tools (education competency) Concurrent Disorders Core Course Interactions Between Psychiatric Medications and Drugs of Abuse 	<p>Ongoing</p> <p>Sept. – Dec. 2014 Jan. 2015</p>	<ol style="list-style-type: none"> Completed Concurrent Disorders Core Course Dec. 12 Currently completing Interactions course
LEADERSHIP	<ul style="list-style-type: none"> Demonstrates active membership in ACSTP Quality Council Works collaboratively with the program team to develop, implement and evaluate an identified quality improvement initiative relevant to accreditation preparedness 	<p>Sept. 2014 - Ongoing</p> <p>March 2015</p>	<ol style="list-style-type: none"> Attended meetings: Sept. 16, Oct. 21, Nov. 18, Jan. 20, Feb. 17 Developing recommendations for post-fall head injury monitoring for accreditation materials (with Chris Uranis) Ensuring client orientation packages are available on MWS and reminding staff to discuss these with clients as part of admission
RESEARCH & SCHOLARSHIP	<ul style="list-style-type: none"> Potential BPSO evaluation role (Smoking Cessation) Re-introducing pilot teams (LGUB & LSUA) to motivational tool (wooden chips); surveying clients about tobacco use screening and staff's use of motivational tool 	<p>Oct. 2014 - Feb. 2015</p>	<ol style="list-style-type: none"> Developed handouts for staff re: use of the motivational tool Contributed to the development of information sheet/client survey Intervices complete for both pilot units – staff feedback compiled Met with clients at community meetings on Jan. 8 & 9 – client feedback compiled Assisting Kirstin & Sandra with preparation for publication, consulted with librarian re: updated literature search
EDUCATION	<ul style="list-style-type: none"> Delivers presentation on selected topic for <u>Interprofessional Education Rounds</u> Delivered <u>Best Practices in Care Planning & Preventing the Use of Restraints: Integrating Client Perspectives</u> presentation Presented <u>Nurse as Researcher</u> at NPC 	<p>March 2015</p> <p>Oct. 2014</p> <p>Nov. 2014</p>	<ol style="list-style-type: none"> Presenting at Education Rounds on March 3, 2015 (topic: Interactions Between Psychiatric Medications and Substances of Abuse)
CONSULTATION	<ul style="list-style-type: none"> Works collaboratively with mentor(s) to identify at least 2 consultation opportunities for complex clinical situations Observes clinical supervision and debriefs with mentor(s) regarding complex situations 	<p>March 2015</p> <p>March 2015</p>	<ol style="list-style-type: none"> Complex client scenario on MWS, received consults from geriatrics and ethics Observing/participating in clinical supervision at AMS biweekly with Kirstin B.

+ References

- Canadian Nurses Association. (2014). *Pan-Canadian core competencies for the Clinical Nurse Specialist*. Ottawa: Author.
- Canadian Nurses Association. (2008). *Advanced nursing practice: A national framework*. Ottawa: Author.
- Canadian Nurses Association. (2004). *Achieving excellence in clinical practice: A guide to preceptorship and mentoring*. Ottawa: Author.
- 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).
- Flogen, S. (2014). *Reflecting upon mentorship*. Ontario: Nursing Leadership Network of Ontario.
- Greene, M.T., & Puetzer, M. (2002). The value of mentoring: A strategic approach to retention and recruitment. *Journal of Nursing Care Quality, 17*(1), 63-70.
- Giallonardo, L. (2011). Master's-prepared novice? Commentary from a new master's-prepared graduate. *Nursing Leadership, 24*(2).
- Zey, M.G. (1991). *The mentor connection*. New Brunswick: Transaction Publishers.

+ Acknowledgements

- The Barford Family
- CAMH Foundation
- Rani Srivastava
- Linda Slodan
- 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