

Pre-Conference WORKSHOP: #3

Complex, collaborative mental health and addiction nursing practice:
Nurses and educators ensure holistic care across the continuum
in a dynamic environment

November 1, 2017
Niagara Falls



Pre-Conference Workshop #3



**Canadian Federation of
Mental Health Nurses
National Conference**

November 1st-3rd, 2017
Marriott Niagara Falls
Gateway on the Falls
Niagara Falls, Ontario



Complex, collaborative mental health and addiction
nursing practice:
Nurses and educators ensure holistic care across the
continuum in a dynamic environment



Canadian Federation of Mental Health Nursing



Workshop Presenters:

Elaine Santa Mina

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Tanya Park,

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CNA – Mental Health & Addiction Specialty



**Canadian Federation of
Mental Health Nursing**



<http://cfmhn.ca/>

CFMHN - CNA specialty

Canadian Federation of Mental Health Nursing

MISSION STATEMENT

Associate group:

- of Canadian Nurses' Association (CNA)

National voice:

- for psychiatric and mental health (PMH) nursing

CFMHN:

- by psychiatric and mental health nurses
- for psychiatric and mental health nurses

CFMHN:

- Education Committee



CFMHN Education Committee Members

Canadian Federation of Mental Health Nursing

Arlene Kent-Wilkinson (Co-Chair) RN, CPMHN(C), BSN, MN, PhD	U of S, SK
Elaine Santa Mina (Co-Chair) RN, BA, BAAN, MSc, PhD	Ryerson, ON
Marlee Groening (Past Chair) RN, BSN, MSN	CNS, Psychosis Program, BC
Carmen Rodrigue RN, CPMHN(C), BScN, MScN	Consultant, ON
Carmen Hust RN, MScN, PhD(C)	Algonquin College, ON
Sherri Melrose RN, PhD	Athabasca U, AB
Tanya Park BSN, PhD	U of A, AB



CFMHN

Canadian Federation of Mental Health Nursing



Education Committee

Role & Responsibilities

- CFMHN Standards
- CFMHN Competencies
- CFMHN Position Papers & Position Statements on mental health and addiction education

CFMHN Recent Publications



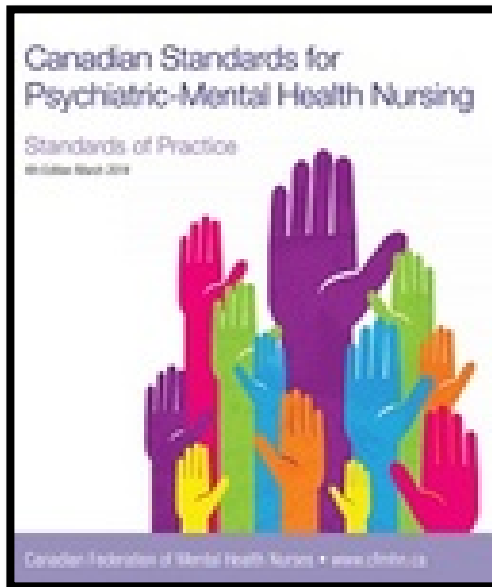
2016
CFMHN
Position Statement



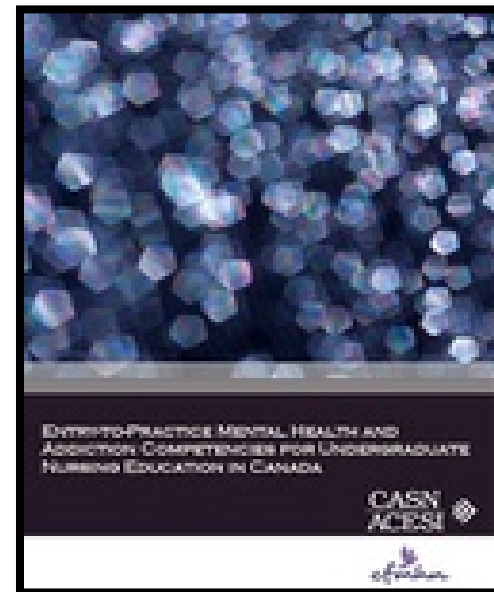
2016
CFMHN
Position Paper



CFMHN Recent Publications



**2014
CFMHN
Standards of Practice**



**2015
CASN/CFMHN
Competencies**

Reason for Standards, Competencies , Position Papers & Position Statements

Need for the CFMHN Education Documents

- 1) Prevalence of mental health and addiction conditions
 - 2) Need for increased Mental Health and Addiction in the curriculum
- Historically limited content in the curriculum
 - Some nursing programs still have little content.

Mental Health and Addiction in Canada

- One in five Canadians (20%) are estimated to experience a mental health disorder throughout their lifetime (CMHA, 2014; MHCC, 2012; Statistics Canada, 2013; Smetanin et al., 2011).
- 1 in 3 Canadians will have a mental health and addiction problem in their lives (MHCC, 2016)

Mental Health and Addiction Globally

- One in four people globally live with mental illness or 450 million people (WHO, 2001).

Mental Health and Addiction

- More than 50% of those with an addiction have a mental illness, and
- 15% to 20% of those with a mental health disorder also have an addiction (Canadian Centre for Substance Abuse, 2009).

Complex, Chronic, Co-occurring (Concurrent) Disorders

- Complexity of mental health and addiction across the lifespan
- Chronic severe disorders (Schizophrenia, Bipolar, Personality disorders)
- Co-Morbidity/Concurrent: Mental health and addiction, and physical problems

Common Disorders

- Anxiety, depression

Collaboration (care)

- Inter-sectoral, interdisciplinary

Research: Amount of mental health/addictions in curriculum

2006

30 undergraduate nursing programs in Canada

- 20% did not have a designated mental health course in the curriculum (Tognazzini et al., 2008; 2009).

2015

46 undergraduate nursing programs in Canada

- 21.74% do not have a designated mental health theory course within their curriculum;
- 28.3% did not offer a clinical placement in mental health and addiction (Vandyk's, 2015)

2015 CASN/CFMHN Competencies

- partnering with CASN to deliver and recommend mental health and addiction competencies may serve to reverse this trend.

CASN/CFMHN Task force

Task force Members

- CASN - Canadian Association Schools of Nursing
- CASN - Mental Health Nursing Interest Group
- CFMHN - Canadian Federation of Mental Health Nurses
- CFMHN - Education Committee Members

Meetings 2014/2015

- 1.5 day Stakeholder Forum in Toronto, Mar 4 & 5th 2015
- Teleconferences
- Survey to rate competencies (60% response rate)
- Email editing

Important Issues/Changes in Language

- Title
- Terms



Entry-to-practice Mental Health and Addiction Competencies for Undergraduate Nursing Education

- **Domain 1** Professional Responsibility & Accountability
- **Domain 2** Knowledge based practice
- **Domain 3** Ethical Practice
- **Domain 4** Services to the Public
- **Domain 5** Self Regulation



CFMHN Standards/Competencies

Entry-to-practice Mental Health and Addiction Competencies for Undergraduate Nursing Education

Domain 1

- *Professional Responsibility and Accountability*: refers to professional conduct, adherence to the provincial/territorial regulatory bodies' standards, and safe, ethical, and competent nursing care (College of Nurses of Ontario [CNO], 2014; College of Registered Nurses of British Columbia [CRNBC], 2015).

Domain 2

- *Knowledge-Based Practice*: refers to a specialized body of knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, critical inquiry, and principles of primary health care (Association of Registered Nurses of Newfoundland and Labrador [ARNNL], 2013; Saskatchewan Registered Nurses Association [SRNA], 2013). Also refers to the ability to apply knowledge in the four components of RN care (assessment, health care planning, providing care, and evaluation) (SRNA, 2013).

Domain 3

- *Ethical Practice*: refers to exercising competent, professional judgement and practice decisions that are guided by the code of ethics for registered nurses. Critical inquiry informs the nurse's decision-making, and the nurse develops relationships with clients and other health care team members that are therapeutic, caring, and culturally safe (College and Association of Registered Nurses of Alberta [CARNA], 2013; College of Registered Nurses of Manitoba [CRNM], 2013).

Domain 4

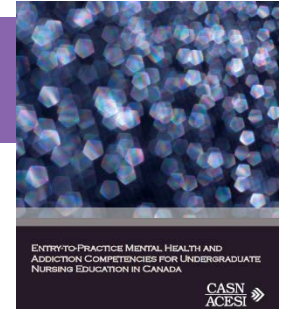
- *Service to the Public*: refers to the nurses' ability to show their understanding of the notion of public protection, and their responsibility to provide care in the public's best interest (Nurses Association of New Brunswick [NANB], 2013; College of Registered Nurses of Nova Scotia [CRNNS], 2013).

Domain 5

- *Self-Regulation*: refers to the understanding of the importance of professional self-regulation, demonstrated by continual development of own competence, safe practice, and maintenance of personal fitness to practice (Association of Registered Nurses of Prince Edward Island [ARNPEI], 2011).

(CASN/CFMHN, 2015)

TITLE of the COMPETENCIES



Decisions about the TITLE

Canadian Association of Schools of Nursing & Canadian Federation of Mental Health Nurses. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing education*. Ottawa, ON: Author.

- Authorship
- Mental health and addiction
- Order of the wording (entry-to -practice)
- Competencies in mental health and addiction (for all nurses)
- Not competencies for psychiatric/mental health nursing (only)



Mental health

- 'Mental health' is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (Mental Health Commission of Canada [MHCC], 2012a; World Health Organization [WHO], 2014a).
- In Canada, according to the Canadian Alliance on Mental Illness and Mental Health (CAMIMH, 2006) national framework, 'mental health' is a generic term encompassing the continuum of positive mental health, mental illness, disorders, conditions, and addictions.

Definitions

Addiction

- The term 'addiction' has been used to recognize all substance-related and addictive disorders included in DSM-5 (American Psychiatric Association [APA], 2013a, 2013b), and to reflect the more prevalent language used in public and legal texts.
- 'Addiction' is recognized by both the major disease classifications, DSM-5 (APA, 2013a) and ICD-10 (WHO, 2007), as a bona fide, chronic, and relapsing medical condition.

Addiction

- "Used as an umbrella term inclusive of substance misuse, substance abuse, substance dependence, and process addictions such as gambling" (CASN/CFMHN, 2015).



Mental health and addiction

'Mental illness and addiction' as a term refers to a wide range of disorders that affect mood, thinking and behaviour. Examples include depression, anxiety disorders, schizophrenia, as well as substance use disorders and problem gambling. Mental illness and addictions can be associated with distress and/or impairment of functioning. Symptoms vary from mild to severe (Centre for Addiction and Mental Health [CAMH], 2012)

Mental health condition

- 'Mental health condition' as a term was adopted from the 2010 report by the World Health Organization *Mental Health and Development: Targeting People with Mental Health Conditions as a Vulnerable Group* (WHO, 2010).
- 'Mental health condition' has been used to describe all mental disorders or illnesses that meet generally accepted criteria for clinical diagnosis. They include common conditions such as depression and anxiety disorders, as well as far less common conditions such as schizophrenia or bipolar disorder.
- Terminology is important; describing these conditions as mental health 'problems' reinforces the false stereotype that individuals who have such conditions are always problematic in the workplace. In fact, many people are able to manage their mental health condition successfully and continue to perform excellently in their jobs (Government of the United Kingdom, 2009, p. 11).



CASN/CFMHN's (2015) Competencies

Changes Made in Language/Terminology:

- **'Mental health and addiction'** replaces 'psychiatric and mental health nursing' in the title to indicate the area of content needed in undergraduate nursing education in Canada, rather than the specialized field of psychiatric mental health nursing;
- **Including 'addiction' with mental health** reflects the wide recognition of the need for both mental health and addiction education due to significant intersecting links;
- **'Persons'** is used throughout this document to mean clients, consumers, patients, and all recipients of care across the life span; and
- **The term 'mental health conditions'** is used in most examples throughout this document, as this position paper attempts neither to draw a clear distinction between 'problems', 'disorders', 'issues', 'challenges', or 'illnesses', nor to resolve all the controversies surrounding the choice of terminology.



CASN/CFMHN (2015) Competencies - Change in Language (Terms)

Wording Changes in the Title

2009 Previous Publication

- Core competencies in psychiatric mental health nursing for undergraduate nursing education

2015 Changed to:

- Entry to practice mental health and addiction competencies for undergraduate nursing education



Future Implications! Change in Language (Terms)

1. Need to change the wording in our Educational courses?

From:

NURS 307.3 Integrating mental health into nursing

To:

NURS 307.3 Integrating mental health and addiction into nursing

From:

NURS 308.3 Integrating mental health within nursing practice

To:

NURS 308.3 Integrating mental health and addiction within nursing practice

Future Implications! Change in Language (Terms)

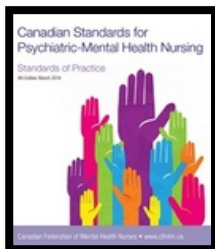
2. Need to change the wording in the CFMHN standards (next edition)?

From:

CFMHN (2014). *Canadian standards for psychiatric-mental health nursing*

To:

CFMHN (2020). *Canadian nursing standards for mental health and addiction*



2014



2020?

CFMHN'S Standards of Practice

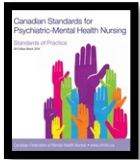
1995 CFMHN's Standards of Psychiatric-Mental Health Nursing (1st edition)

1998 CFMHN's Canadian Standards of Psychiatric-Mental Health Nursing (2nd edition)

2006 CFMHN's Canadian Standards for Mental Health Nursing (3rd edition)

2014 CFMHN's Canadian Standards for Psychiatric-Mental Health Nursing (4th edition)

2020 CFMHN's Canadian Nursing Standards for Mental Health and Addiction (5th edition)



CFMHN'S Standards of Practice

1995 CFMHN's Standards (1st ed)

Austin, W., Gallop, R., Harris, D., & Spencer, E. (1996). A 'domains of practice' approach to the *standards of psychiatric and mental health nursing*. *Journal of Psychiatric and Mental Health Nursing*, 3, 111-115.

1998 CFMHN's Canadian Standards (2nd ed.)

Buchanan, J., Harris, D., Greene, A., Newton, L., & Austin, W. (1998). *The Canadian standards of psychiatric and mental health nursing practice* (2nd ed.). Canadian Federation of Mental Health Nurses. Toronto, ON: CFMHN.

2006 CFMHN's Canadian Standards (3rd ed.)

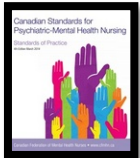
Canadian Federation of Mental Health Nurses. (2006). *Canadian standards for mental health nursing* (3rd ed.). Toronto, ON: Author.

2014 CFMHN's Canadian Standards (4th ed.)

Canadian Federation of Mental Health Nurses. (2014). *Canadian standards for psychiatric-mental health nursing* (4th ed.). Toronto, ON: Author.

2020 CFMHN's Canadian **Nursing** Standards (5th ed.)

Canadian Federation of Mental Health Nurses. (2020). *Canadian nursing standards for mental health and addiction* (5th ed.). Toronto, ON: Author.



CFMHN'S Position Papers/Statements/Competencies

1998 CFMHN's First Position Paper/Statement

Chan, A., Buchanan, J., Forchuk, C., Moore, S., & Wessell, F. (1998). *Position statement on essential psychiatric mental health nursing education for entry-level nursing programs in Canada*. Toronto, ON: Canadian Federation of Mental Health Nurses.

2009 CFMHN's Second Position Paper/Statement/Competencies

Tognazzini, P., Davis, C., Kean, A., Osborne, M., & Wong, K. (2009). *Core competencies in psychiatric mental health nursing for undergraduate nursing education: Position paper*. Toronto, ON: Canadian Federation of Mental Health Nurses (CFMHN) Education Committee.

2015 CASN/CFMHN's 3rd Competencies

Canadian Association of Schools of Nursing & Canadian Federation of Mental Health Nurses. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing education*. Ottawa, ON: Author.



CFMHN 2016 POSITION STATEMENT

CFMHN (2016) Position Statement

The Canadian Federation of Mental Health Nurses [CFMHN] recommends all undergraduate nursing programs in Canada include entry-to-practice mental health and addiction competencies in both theory and clinical practice curriculum.

The CFMHN's preferred delivery of mental health and addiction core competencies is through a designated (stand-alone) theory course and a dedicated clinical experience, however, the obligatory outcome for undergraduate nurses is a strong knowledge base in mental health and addiction as outlined in the CFMHN practice standards (CFMHN, 2016)



[Approved by CFMHN Board December 2015]



Questions/Issues arising from CFMHN papers

Whether nurses are integrating mental health and addiction standards and competencies into all areas practice?

Stand alone course or integrated throughout curriculum?

- CFMHN Position Statement



Nurse Educators

- Increased content needed when 1 in 5 (20%) of citizens have a mental health and addiction
- Reprehensible to graduate students with little or no knowledge
- Perpetuate societal stigma if limited exposure
- Both theoretical and clinical education is essential
- CFMHN Position Paper



NCLEX -RN

- **Beginning in 2015**, all new nursing baccalaureate graduates in Canada began writing the National Council Licensure Exam-Registered Nursing (NCLEX-RN).
- **8-14%** of the exam questions focus on '**psychosocial integrity**' (National Council of State Boards of Nursing, 2013).
- Need for mental health and addiction content is further justified by the necessary knowledge needed for writing the national licensing exams.
- The need for core competencies in mental health and addictions in each undergraduate program is imperative.

CASN Accreditation, NCLEX



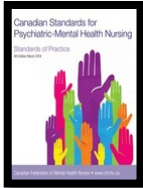
CFMHN PUBLICATIONS

2015 CASN/CFMHN's Competencies

Canadian Association of Schools of Nursing & Canadian Federation of Mental Health Nurses. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing education*. Ottawa, ON: Author.

- Authored by Canadian Association of Schools of Nursing (CASN) and the Canadian Federation of Mental Health Nurses (CFMHN).
- CASN partnered with CFMHN in 2014 to revise the 2009 competencies to developed a national, consensus-based framework of essential discipline-specific, entry-to-practice mental health and addiction competencies and indicators;
- Delineated the essential knowledge, attitudes, and skills all new nurses should possess related to mental health and addictions regardless of where they are employed following graduation; and
- Aligned with the standards for psychiatric-mental health nurses in Canada (CFMHN, 2014) for generalist, entry-level nurses who may or may not enter this professional specialization following graduation (CASN/CFMHN, 2015).





CFMHN 2014 Standards:

Canadian Federation of Mental Health Nurses. (2014). *Canadian standards for psychiatric-mental health nursing* (4th ed.). Toronto, ON: Author. Retrieved from <http://cfmhn.ca/professionalPractices?f=7458545122100118.pdf&n=212922-CFMHN-standards-rv-3a.pdf&inline=yes>



CASN/CFMHN 2015 Competencies:

Canadian Association of Schools of Nursing & Canadian Federation of Mental Health Nurses. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing education*. Ottawa, ON: Author. Retrieved from http://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies_EN_FINAL-3-Oct-26-2015.pdf



CFMHN's 2016 Position Statement:

Canadian Federation of Mental Health Nurses. (2016). *CFMHN's 3rd position statement 2016: Mental health and addiction curriculum in undergraduate nursing education in Canada*. Prepared by members of the CFMHN Education Committee: A. Kent-Wilkinson, L. Blaney, M. Groening, E. Santa Mina, C. Rodrigue, & C. Hust. Toronto, ON: Author. Retrieved from <http://www.cfmhn.ca/positionpapers>

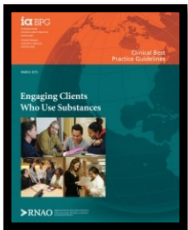


CFMHN's 2016 Position Paper:

Kent-Wilkinson, A., Blaney, L., Groening, M., Santa Mina, E., Rodrigue, C., & Hust, C. (2016). *CFMHN's 3rd position paper 2016: Mental health and addiction curriculum in undergraduate nursing education in Canada*. Prepared by members of the Canadian Federation of Mental Health Nurses' Education Committee. Toronto, ON: CFMHN. Retrieved from <http://www.cfmhn.ca/positionpapers>

CFMHN Education Committee Members asked to review

RNAO (2015) Addictions Guideline

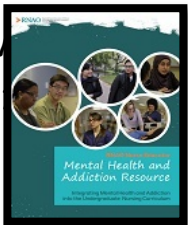


Registered Nurses' Association of Ontario. (2015, May 29). *Engaging clients who use substances: Best Practice Guideline (BPG)*. Toronto, ON: Author. Retrieved from

<http://rnao.ca/bpg/guidelines/engaging-clients-who-use-substances>

CFMHN Education Committee Members - some of the section authors

RNAO (2017) Nurse Educator Resource



Registered Nurses Association of Ontario. (2017). *RNAO Nurse educator health and addiction resource: Integrating mental health and addiction into undergraduate nursing curriculum*. Toronto, ON: Author. Retrieved from

http://rnao.ca/sites/rnao-ca/files/Nurse_Educator_MHA_Resource.pdf

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- Canadian Mental Health Association. (2016). *Fast facts about mental illness: Who is affected?* Toronto, ON: Author. Retrieved from <http://www.cmha.ca/media/fast-facts-about-mental-illness/>
- Centre for Addiction and Mental Health . (2012). *Mental illness and addictions: Facts and statistics*. Toronto, ON: Author. Retrieved from http://www.camh.ca/en/hospital/about_camh/newsroom/for_reporters/Pages/addictionmentalhealthstatistics.aspx
- Mental Health Commission of Canada. (2012). *Changing directions, changing lives: The mental health strategy for Canada*. Calgary, AB: Author. Retrieved from <http://strategy.mentalhealthcommission.ca/pdf/strategy-text-en.pdf>
- Mental Health Commission of Canada. (2016). *Recovery* Mental Health Commission of Canada. (2014). *Declaring our commitment to recovery*. Ottawa, ON: Author. Retrieved from http://www.mentalhealthcommission.ca/English/system/files/private/t/MHCC_Recovery_Declaration_E



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- Tognazzini, P., Davis, C., Kean, A., Osborne, M., & Wong, K. (2009). *Core competencies in psychiatric mental health nursing for undergraduate nursing education: Position paper*. By the Canadian \ Federation of Mental Health Nurses (CFMHN) Education Committee. Toronto, ON: CFMHN.
- Vandyk, A. (2015). *Undergraduate nursing: A systematic review of mental health and addictions education in Canada*. Presentation at the CASN/RNAO Mental Health & Addictions Education Stakeholder Forum, Toronto, ON.
- World Health Organization. (2010). *WHO Mental health and development: Targeting people with mental health conditions as a vulnerable group*. Mental Health & Poverty Project. Geneva, CH: WHO Press. Retrieved from http://whqlibdoc.who.int/publications/2010/9789241563949_eng.pdf Geneva, CH: Author.



Thank-you
Any Questions?

