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EDUCATION AND TRAINING

A multidisciplinary learning experience contributing to mental health rehabilitation

Lorna Moxham^a, Christopher Patterson^a, Elie Taylor^b, Dana Perlman^c, Susan Sumskis^a and Renee Brighton^a

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ABSTRACT

Purpose People who access health services often have a range of needs that require the involvement of members from a multidisciplinary team. Teaching future health professionals about the importance of a multidisciplinary approach can be challenging. The aim of this paper is to describe a project called Recovery Camp that enhanced multidisciplinary health education through experiential and immersive engagement with people experiencing mental illness. **Method** Future health professionals and people with a lived experience of mental illness took part in Recovery Camp — an innovative five-day therapeutic recreation initiative in the Australian bush. Results are presented in a case study format and provide the reflective quotes of participants. The quotes were analyzed using a content analysis to identify core concepts. **Results** Analyses identified a common appreciation of multidisciplinary professional practice and a holistic understanding of mental health care. **Conclusions** An immersive multidisciplinary approach, embedded within a recovery-based programme, enhances students' understanding of the significance of multidisciplinary mental health care and treatment.

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Interdisciplinary; mental health; mental illness; recovery; therapeutic recreation

► IMPLICATIONS FOR REHABILITATION

- People with a lived experience of mental illness have a range of complex needs that require involvement of members from a multidisciplinary rehabilitation team.
- This study suggested a multidisciplinary, experiential, immersive health education experience — drawing on the principles of therapeutic recreation — can promote inter-professional rehabilitative practice and an appreciation for holistic mental health care.

Introduction

According to the World Health Organization's Mental Health Atlas 2011, one in four people develop some kind of mental illness at some point in their lives.[1] Closer to the site of study, results from the 2007 National Survey of Mental Health and Wellbeing, highlight that an estimated 7.3 million Australians between the ages of 16 and 85 will experience mental illness within their lifetime.[2] People with mental illness often have complex care needs, particularly if they live with co-morbid disorders.[3] Significantly, those with complicated care needs often require support and intervention from a range of health disciplines.[4] Regardless of their area of expertise, it is important for each individual within the team to understand the complexity of the lived experience of mental illness.

Mental health care is commonly delivered by a team consisting of different clinical disciplines, including

nursing, psychiatry, psychotherapy, psychology, social work, occupational therapy and other branches of general or specific health disciplines.[5,6] Internationally, particularly in North America, it is also likely that one would see recreation therapists as team members. In most settings, these clinicians work in multidisciplinary teams (MDT).[5] Pecukonis et al. [7] argue that 'by its very nature, the provision of health service requires communication and coordination between practitioners.' A MDT comprises diverse health care professionals who communicate regularly about the care of a person or group of people. Studies have shown that care delivered by a MDT is considered best practice in many parts of the world.[8] All individuals in the MDT ought to express a holistic understanding of the person in their care, and a degree of empathy toward their condition. In accordance with this, the development and maintenance of therapeutic relationships is essential.

Mu
discipl
learn

My experience as a student dietitian was invaluable. The lessons learnt cannot be learnt from a textbook; it's forever changed my approach with future clients





Recovery Camp exceeded all of my expectations. It was an incredibly insightful experience and changed my perception of mental illness recovery



Effect of immersive workplace experience on undergraduate nurses' mental health clinical confidence following a placement

Cowley, Sue Sumskis, Lorna Moxham, Ellie K Taylor, Benjamin Lee-Bates

ABSTRACT: In the present study, we evaluate the impact on the clinical confidence of undergraduate nursing students who have completed a placement in a mental health setting. Twenty undergraduate nursing students who completed a placement in a mental health setting were analysed using descriptive and inferential statistics. The results also demonstrated a statistically-significant increase in student confidence with a family history of mental illness in the pre- and post-placement. The clinical confidence of students who participated in an immersive clinical experience was significantly higher than those who did not.

KEY WORDS: clinical confidence, clinical placement, mental health nursing, workplace experience.

INTRODUCTION
Mental health is a significant issue that has an ongoing impact on affected consumers and their families, even those who are considered to be well or to have recovered (Moxham & Jorm 2010). Within the health-care industry, nurses make up the largest health professional group, regardless of whether or not nurses are employed in a mental health setting, they will come into contact with consumers who experience mental health issues (Moxham & Jorm 2010). Nurses have the potential to

CONCLUSION
The results of this study suggest that immersive workplace experience can significantly increase the clinical confidence of undergraduate nursing students who have completed a placement in a mental health setting.

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ORIGINAL ARTICLE

Effect of immersive workplace experience on undergraduate nurses' mental health clinical confidence

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ABSTRACT: Preregistration education needs to ensure that student nurses are with the required skills and knowledge, and have the confidence to work with people with mental illness. With increased attention on non-traditional mental health clinical placements, further research is required to determine the effects of non-traditional mental health clinical placements on mental health clinical confidence. The aim of the present study was to investigate the impact of a non-traditional mental health clinical placement on mental health clinical confidence compared to nursing students undergoing traditional clinical placements. The Mental Health Nursing Clinical Confidence Scale, the study investigated the impact of placement programmes on the mental health clinical confidence of 79 nursing students. Comparison groups included a non-traditional clinical placement of 8 weeks and a comparison group that attended traditional clinical placements. Overall, the results showed that for both groups, mental health placement had a significant effect on mental health clinical confidence, both immediately upon conclusion of placement and follow up. Students who attended Recovery Camp reported a significant increase in confidence compared to the comparison group, for ratings related to communication with a mental illness, having a basic knowledge of antipsychotic medication and providing client education regarding the effects and side-effects of medication. These findings suggest that a unique clinical placement, such as Recovery Camp, can significantly increase mental health clinical confidence for students of nursing.

KEY WORDS: clinical placement, confidence, mental health nursing, workplace experience.

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Accepted September 07 2016.

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INTRODUCTION

Globally, nurses make up 40%–60% of the total mental health workforce, depending on the country. The preparation of nurses in mental health settings varies, but the aim is to ensure that stu-



Innovative Mental Health Clinical Placement
Developing Nurses' Relationship Skills

Dana Perlman, PhD, MEd, BEd; Ellie Taylor, MSc, BPsych(Hons); Lorna Moxham, PhD, MEd, BHSc, RN; Chris Patterson, MN, BN(Hons), RN; Renee Brighton, PhD, MN, BN, RN; Tim Heffernan, BA, GDipEd; and Susan Sumskis, PhD, MHN, BN(Hons), RN

ABSTRACT

Engagement in clinical placements is mandatory for all pre-registration nursing programs. Although clinical placements can be valuable, recent literature illustrates that placements within a mental health setting can vary in their educational development. The aim of the current study was to examine the potential learning benefit of 20 pre-registration nursing students in an innovative, university-accredited mental health clinical placement called Recovery Camp. Recovery Camp is a 5-day immersive clinical placement, grounded in therapeutic recreation, which involves all participants engaging in a variety of activities focused on enhancing personal recovery. Qualitative data were collected using individual interviews, reflective journals, and researcher

field notes. Analysis of data was conducted using a thematic approach. Analysis of data revealed five themes: (a) Initial Anxiety/Nervousness, (b) Diffusion of Responsibility, (c) Student Perceptions of Consumers, (d) Interaction, and (e) Resource Shift as a Result of Immersion. Developing the professional learning of pre-registration nurses through immersion in effective clinical placements is paramount. Findings demonstrate that pre-registration nurses may benefit from clinical placements that provide immersive and collaborative experiences that allow for the development of relationship-oriented skills that can facilitate person-centered care. [Journal of Psychosocial Nursing and Mental Health Services, 55(2), 36–43.]



Recovery Camp gave me insight into the uniqueness of everyone's mental health journey.

I learnt from the volunteers that forming strong and supportive relationships were very important to reduce the feelings of isolation.

Recovery Camp



Learning Outcomes/Objectives

1. Describe and apply strategies that influence the therapeutic relationship and rapport between students and individuals with a lived experience of mental illness.
2. Demonstrate collaboration with people with a lived experience of mental illness and members of a multi-disciplinary team.
3. Gain insight and understand the multiple factors (e.g. stigma, resilience and medicine) that influence the lives of people living with mental illness.
4. Demonstrate an understanding of care grounded within research informed approaches (e.g. recovery and self-determination).
5. Reflect on personal attitudes, values and beliefs about mental health and the influence they have on the provision of care.
6. Develop professional practice skills related to the provision of care for people living with mental illness.

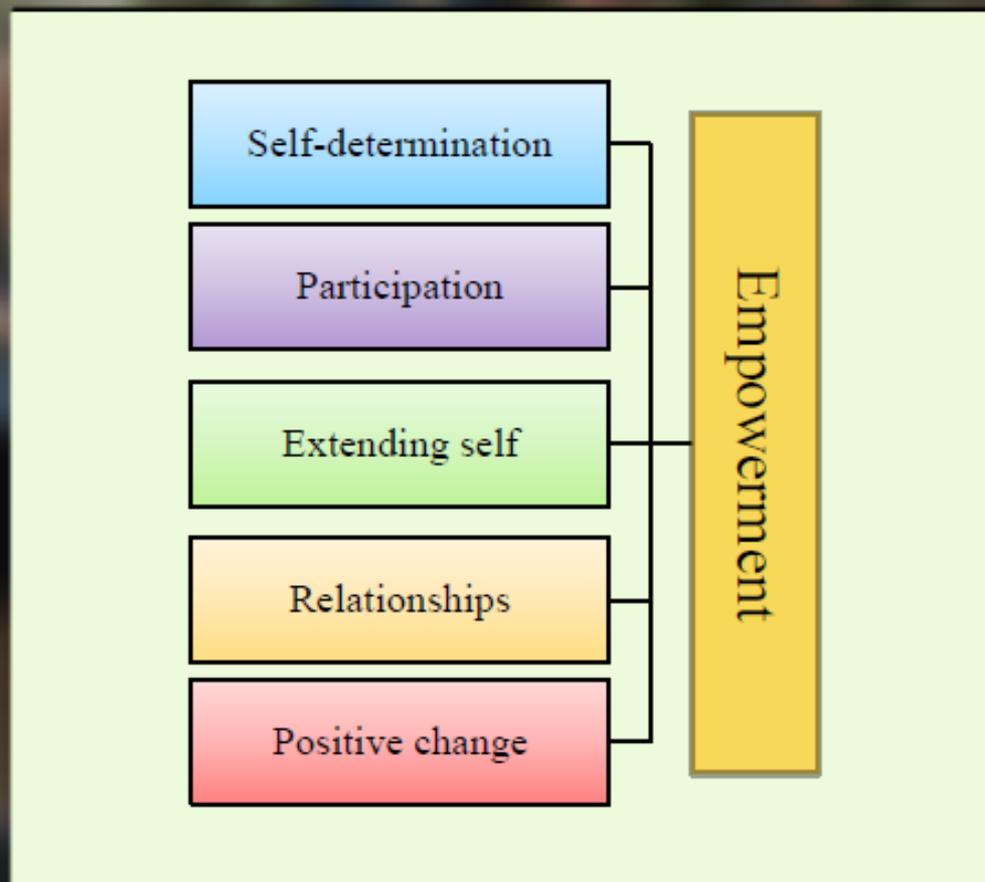
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Social Impact







Goal Setting Among People Living with Mental Illness: A Qualitative Analysis of Recovery Camp

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ABSTRACT

People living with mental illness (consumers) often experience difficulty in achieving life goals, particularly those important for their recovery. An innovative approach to address consumers' goals for recovery can be found in the form of therapeutic recreation (TR) initiatives. *Recovery Camp* is a five-day TR program, bringing together people with a serious mental illness, undergraduate health students, and staff members. This article aims to examine the types of goals set by consumers ($n = 27$) were invited to set goals that they wished to achieve during the week. On the final day of *Recovery Camp*, each participant rated the degree to which they felt that each of their goals was achieved or not. The goals were themed using content analysis, revealing four key themes: connectedness, developing healthy habits, challenging oneself, and recovery. All goals were, to some extent, attained. The results suggest people with a mental illness are able to both set and evaluate the self-identified goals in the context of a TR initiative. A collaborative recovery approach indicates that goal planning should be undertaken in direct consultation with the consumer.

Introduction

Recovery from mental illness is not synonymous with cure, but instead it can be defined as 'gaining a social identity through engagement in an active life' (Moxham, Liersch-Sumskis, Taylor, Patterson, & Brighton, 2015, p. 62). It is recognised that people with a serious and enduring mental illness often experience difficulty in achieving life goals, particularly those that influence the recovery process, such as living independently, establishing healthy relationships, and maintaining wellbeing (Corrigan & Shapiro, 2010). This can be perpetuated by negative prejudices. Public stigma portrays people with a mental illness as childlike and disempowered, assuming they need someone else to make decisions about their goals (Corrigan & Shapiro, 2010).

Goal setting, within the sphere of recovery from mental illness, is a means by which aspirations for the future can be explored and steps towards achieving those aspirations can be developed. A goal can be defined as an internal portrayal of an aim, whether it be an outcome, event, or process (Austin & Vancouver, 1996). Goals can be short- or long-term, and they can be broad or specific. Simply setting a goal may increase the amount of time and effort an individual invests in achieving said goal.

In the past, consumer involvement in goal setting was limited and the paternalistic attitudes that previously existed meant the staff imposed goals upon consumers. In contemporary mental health service delivery, consumers play an active role in shaping their treatment plan. Indeed, interventions should include

the input of consumers receiving them. To that end, Whitely, Strickler, and Drake (2012) contend that novel approaches are required to address the consumers' goals for the recovery. Each consumer should have the opportunity to be in control of their own recovery process, developing their own strengths, and setting their own goals.

An innovative, novel approach to address the consumers' goals for personal recovery can be found in the form of therapeutic recreation (TR) initiatives (Moxham et al., 2015). TR initiatives value the uniqueness of each person. They invite participants to take part in the activities designed to challenge, remediate, and rehabilitate individuals in a safe and supportive setting (American Therapeutic Recreation Association, 2009). The overall purpose of therapeutic recreation is to assist participants toward increased wellbeing and life satisfaction (Pegg & Lord, 2008).

While there is an empirical support for the effectiveness of goal setting in the context of recovery from mental illness (Austin & Vancouver, 1996; Slade, 2010), little to no research has focused on goal setting within the context of specific interventions and programs, particularly those that are TR-based. As such, this paper examines goal setting in the context of a holistic, recovery-oriented, strengths-based TR experience called *Recovery Camp*. *Recovery Camp* occurs outside a traditional clinical mental health setting (e.g., hospital-based settings). It brings together people with serious and enduring mental health issues,



**Can a clinical
placement
influence
attitudes
toward people
with mental
illness?**



Can a clinical placement influence stigma? An analysis of measures of social distance

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 Therapeutic recreation

ABSTRACT

Background: The way people who experience mental illness are perceived by health care professionals, which often includes stigmatising attitudes, can have a significant impact on treatment outcomes and on their quality of life. **Objective:** To determine whether stigma towards people with mental illness varied for undergraduate nursing students who attended a non-traditional clinical placement called Recovery Camp compared to students who attended a typical mental health clinical placement. **Design:** Quasi-experimental.

Participants: Seventy-nine third-year nursing students were surveyed; $n = 40$ attended Recovery Camp (intervention), $n = 39$ (comparison group) attended a typical mental health clinical placement. **Methods:** All students completed the Social Distance Scale (SDS) pre- and post-placement and at three-month follow-up. Data analysis consisted of a one-way repeated measures analysis of variance (ANOVA) exploring parameter estimates between group scores across three time points. Two secondary repeated measures ANOVAs were performed to demonstrate the differences in SDS scores for each group across time. Pairwise comparisons demonstrated the differences between time intervals. **Results:** A statistically significant difference in ratings of stigma between the intervention group and the comparison group existed. Parameter estimates revealed that stigma ratings for the intervention group were significantly reduced post-placement and remained consistently low at three-month follow-up. There was no significant difference in ratings of stigma for the comparison group over time. **Conclusions:** Students who attended Recovery Camp reported significant decreases in stigma towards people with mental illness over time, compared to the typical placement group. Findings suggest that a therapeutic recreation based clinical placement was more successful in reducing stigma regarding mental illness in undergraduate nursing students compared to those who attended typical mental health clinical placements.

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1. Introduction

It is well known that stigma has detrimental effects on the wellbeing of people with mental health issues. A substantial amount of research has been dedicated to demonstrating the effects of stigma. Such research has examined the impact of internalised stigma on people with a lived experience of mental illness (Boyd et al., 2014; Drapalski

et al., 2013) the effect of stigma on the quality of care provided by health care professionals (Henderson et al., 2014), and strategies used in attempting to reduce stigma (Corrigan and Gelb, 2006; Griffiths et al., 2014).

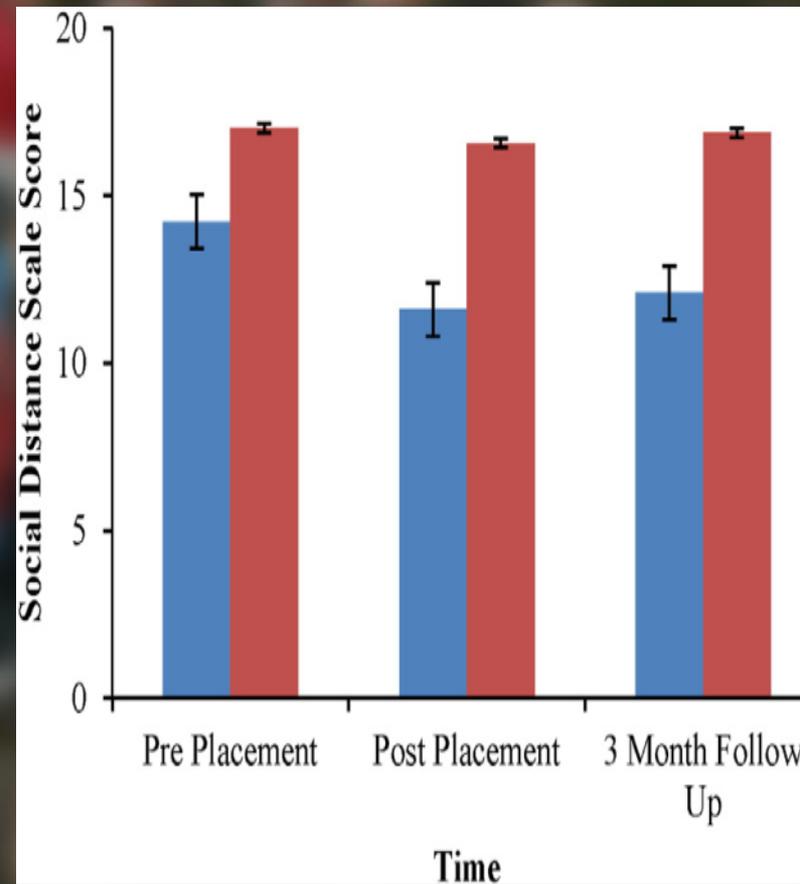
Undergraduate nursing students engage in education about stigma, which includes the impact upon consumers, the impact on their efficacy in the work place, and how to avoid negative prejudices and discrimination against those under their care. It is important that students understand the impact of stigma to ensure that they can provide the highest possible health care for consumers (Hunter et al., 2015).

As part of their program of study, nursing students across the globe participate in mandatory clinical placements, which are an integral

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underscore the notion that traditional placements may not be conducive to the lessening of stigma among future health professionals.

placements, such as Recovery Camp, are more likely to be able, among other factors, to help students to become more familiar with consumers when they are at their most distressed, seem to be a viable solution to this.





105,000
HOURS

CLINICAL
PLACEMENT

1,302
STUDENTS

38,000+
HOURS
RESPIRE CARE

UNIQUE
EXPERIENCE
FOR
600+
PEOPLE WITH
MENTAL
ILLNESS



Workforce & Awards

WORKFORCE PIPELINE

- Recovery Camp -identified in the Productivity Commission’s Mental Health Inquiry Report (2020) as a best practice exemplar of mental health clinical placement.
- Recovery Camp - recognized for its potential to encourage and promote mental health as a career for student health professionals.
- Uni of Melbourne - Recovery Camp = “best practice case examples for health professional students in the reduction of stigma and discrimination”.

PROGRAM AWARDS

- 2022- Certificate of High Commendation, Mental Health Matters Award
- WayAhead – Mental Health Association, NSW
- 2018- [Outstanding Contribution to Teaching & Learning](#), Vice Chancellor’s Awards, UOW
- 2017- [Citation for Outstanding Contributions to Student Learning](#). Aust Gov’t Dep’t of Education & Training, National Award for University Teaching
- 2016- [Mental Health Award for Education, Training or Workforce Development](#). The Australian and New Zealand Mental Health Awards
- 2016- [Excellence in Interdisciplinary Research](#), Vice Chancellor’s Awards, UOW
- 2016- [Community Engagement](#), Vice Chancellor’s Awards, UOW
- 2015- Outstanding Achievement in Education, Australian College of Educators Awards
- 2013- [Partnerships in Wellbeing Award](#) in recognition of an innovative, partnership program, The Australian College of Mental Health Nurses

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..the entire week I spent away with everyone was one of the best experiences I have ever had... it doesn't just benefit the consumers but it makes a very big impact on students
Nursing student

I literally had the time of my life. It is truly life changing
Person with mental illness



**Tara Edworthy – Community
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