

camh

Centre for Addiction
and Mental Health

“The Assessment and Care of Adults at Risk for Suicide”

- Implementing the RNAO Best Practice Guideline (BPG) in an Inter-professional Context
- Claudia Tindall, MSW, RSW and
Kathryn Ryan, RN, MSc(N), CPMHN(C)

Declaration of Conflict of Interest

This presentation has no conflict of interest to declare

Objectives

- 1) Describe how the BPG was introduced in a shared, collaborative inter-professional context
- 2) Highlight the champion model as an example of inter-professional collaboration
- 3) Showcase three interactive education modules
- 4) Highlight key findings from the module pilot sites

The BPSO Collaborative Champions Model

- Engagement and integration
- Facilitate Learning
- Assist with Knowledge Transfer
- Promote the uptake of Best Practice Guidelines at a Unit/Team level
- Assist with change management
- Support sustainability activities



The graphic features the CAMH Professional Practice logo and the 'Becoming BPSO' tagline. Below this, it identifies the 'Dual Diagnosis Service' and 'BPSO Champions'. A photograph shows three women: Corinna Philip (RN), Anita Martin (Nurse Educator), and Sheila Gittins (Social Worker).

camh Professional Practice

Becoming BPSO

Dual Diagnosis Service

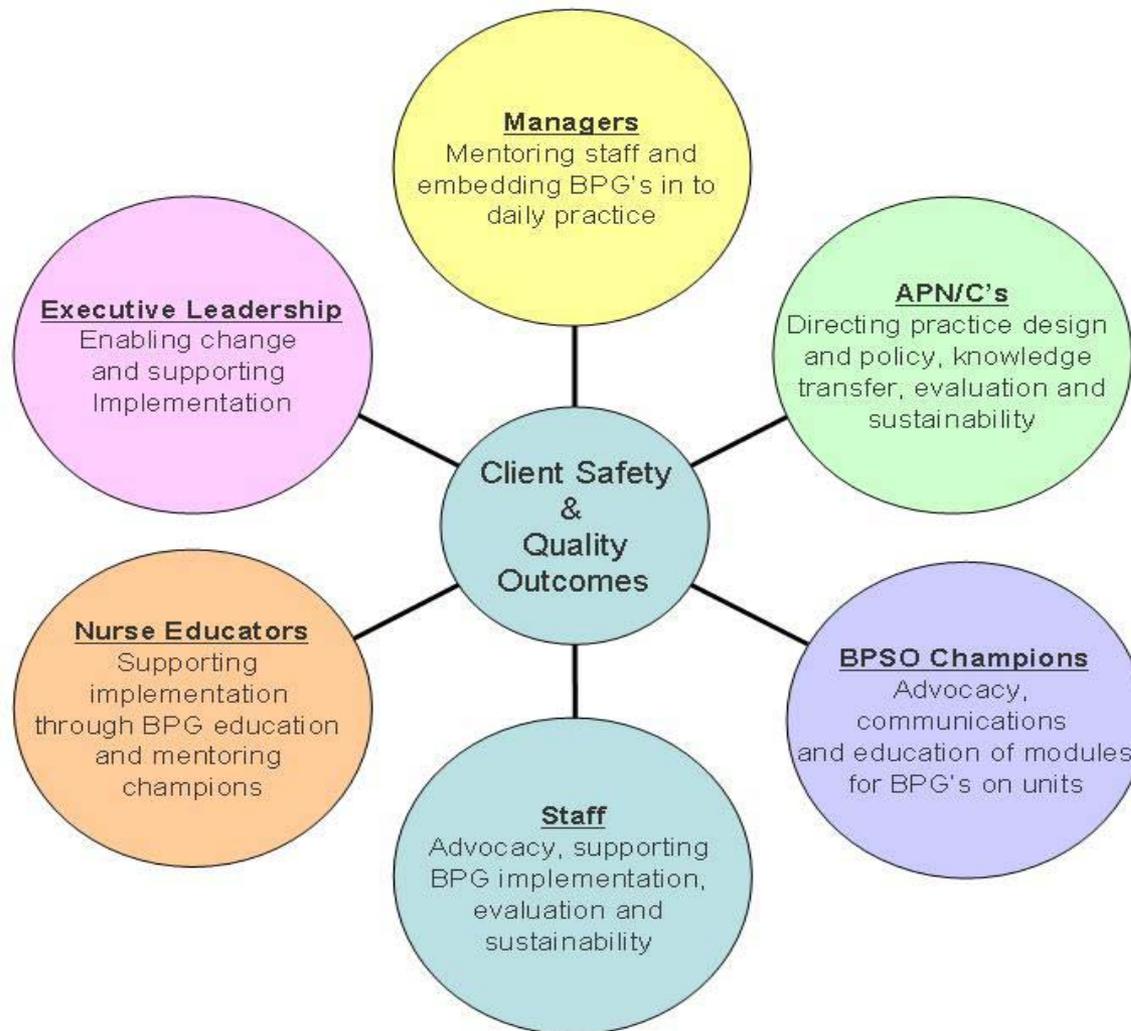
BPSO Champions

Corinna Philip
RN

Anita Martin
Nurse Educator

Sheila Gittins
Social Worker

Champions Collaborative Model



Enhancing Key Competencies in Suicide Risk Assessment and Care Planning

- Suicide is a complex phenomenon which is influenced by a variety of factors including psychological, social, physical, spiritual, economic, cultural, political, environmental. (RNAO, 2009)
- A collaborative, inter-professional team approach is needed to address the challenges clinicians encounter in conducting a thorough assessment and optimal care planning
- To enhance knowledge and skills of a large inter-professional group of clinicians at CAMH, three 45 minute education modules were created

Enhancing Key Competencies continued

- Each module addressed a set of competencies and was introduced to front-line staff by 80 champions using a Train the Trainer approach.
- Content was supplemented by other resources, including an e-learning, nurse educator follow-up and a comprehensive communication strategy (i.e. posters, desk tent card, intranet messages from the leadership team)

Introducing Module 1: Suicide Awareness and Self-Reflection

Module 1 aims to enhance the core competency of clinician attitude and approach

Module objectives:

1. Increase knowledge of myths and facts related to suicide
2. Explore stigma related to suicide
3. Become aware of one's attitudes, beliefs and emotional reactions regarding suicide and strategies of managing these

Module 1 Learning Activities

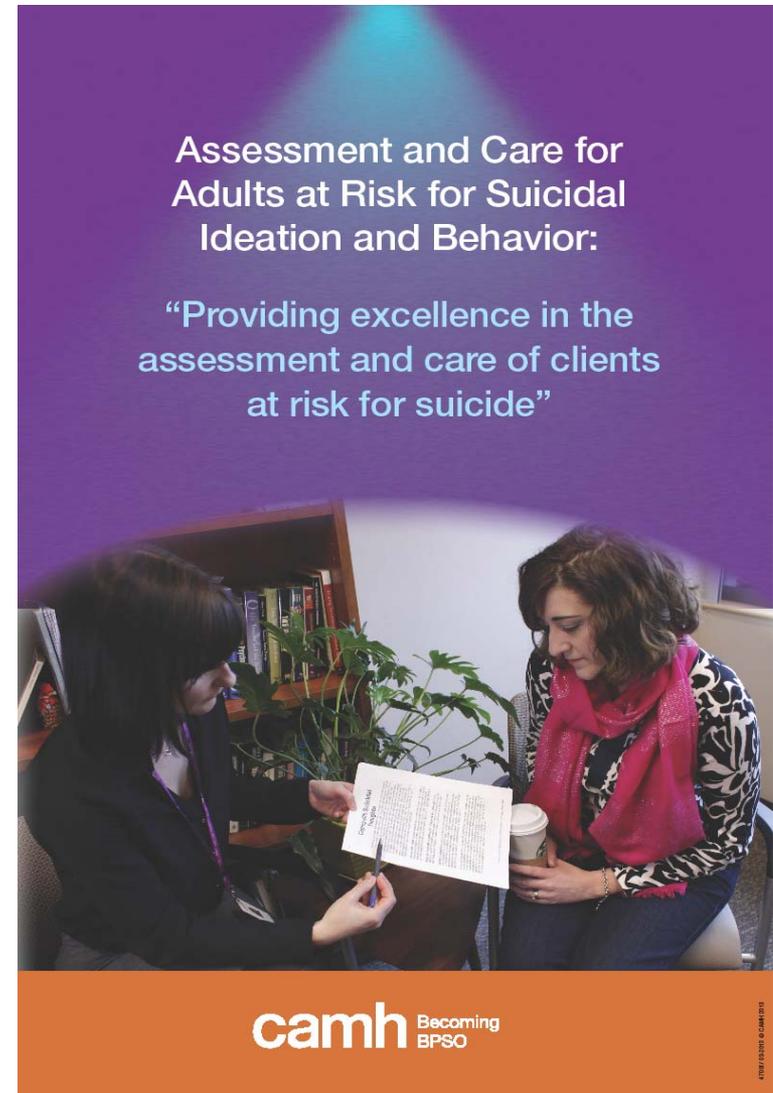
- “Myths and Facts” exercise poses questions about suicide in Canada and aims to increase clinicians’ knowledge base
- “Stigma: The Silent Risk Factor” aims to uncover the origins of societal views and how they impact language and its power
- Case Study: A clinical scenario offers group discussion related to attitudes, beliefs and strategies to manage these

Introducing Module 2: Suicide Risk Assessment

This module aims to enhance Clinician confidence and skill in interviewing and assessing clients at risk for suicide:

Module Objectives:

1. Identify warning signs, risk factors and protective factors
2. How to conduct an inquiry into suicidal ideation/behaviours, intent and plan
3. Formulate a clients' level of risk

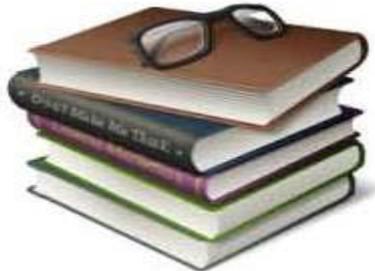


Module 2 To prepare for this module, clinicians were asked to complete an e- Learning module on suicide risk assessment prior to the session

Suicide Risk Management and Assessment

Menu Glossary Resources Case study Help Exit

Introduction



Research

To start, it may be useful to review some of the key statistics related to suicide and mental health in Canada.

 Click each button below for an important fact.

Fact 1 Fact 2 Fact 3

In Canada, about 4,000 people die by suicide every year (Canadian Association for Suicide Prevention, 2009). This is a rate of 11.5 per 100,000 people.

< PREV NEXT >

Module 2 Learning Activities

Activity 1: Identifying Warning Signs, Risk and Protective Factors.

This group activity provides two case scenarios to apply theory to practice



Module 2 Learning Activity: Video



Activity 2: Conducting and Documenting a Suicide Risk Assessment.

This activity is introduced by a didactic introduction of suicide inquiry and estimation of level of risk. A video depicting a suicide risk assessment provides clinician's with the opportunity to observe, comment and discuss the clinician/client interaction.

This activity provides an opportunity to practice documenting an assessment on a paper version of the electronic Suicide Risk Assessment Form prior to roll-out of a new clinical information system (I-CARE) at CAMH

Implementation of the suicide assessment BPG at CAMH provided a unique opportunity to work in partnership with the clinical information system to develop an electronic documentation tool for suicide risk assessment

The screenshot shows a web browser window titled "Suicide Risk Assessment - GAGA, LADY". The browser's address bar shows the URL "http://www.camh.ca/". The page content includes a navigation menu on the left with items like "Current Suicidal Ideation & Behaviour", "Current Suicidal Ideation & Behaviour:", "Suicide Attempts", "Presence of Warning Signs and Risk Factors", "Protective Factors and Collateral Information", and "Summary and formulation of suicide risk". The main content area is titled "Current Suicidal Ideation and Behaviour" and contains several sections:

- Suicidal thoughts present:** A section with two radio buttons, "Yes" (selected) and "No".
- Describe:** A large text input field for describing suicidal thoughts.
- Intensity, frequency and duration of suicidal thoughts:** A text input field.
- Ability to resist acting on suicidal thoughts:** A section with two radio buttons, "Yes" and "No", and a "Describe" label next to a text input field.
- Precipitants:** A text input field.
- What led to seeking help and who was involved?:** A text input field.

The browser window also shows a taskbar at the bottom with various applications open, including "Start", "5 Microsoft...", "Microsoft P...", "Kathy_Rya...", "Practice - lo...", "Document1 ...", "Citrix XenAp...", "PowerChart...", and "GAGA, LAD...". The system clock in the bottom right corner shows "6:10 PM".

Introducing Module 3: Care Planning and Intervention

Module 3 aims to enhance competencies in treatment planning

Objectives:

1. Identify Interventions based on level of risk
2. How to work with clients to create a safety plan
3. Learn about services and resources for clients at risk for suicide

This module introduces electronic care planning tools, such as a team treatment plan, a comfort and safety plan template and an inter-professional plan of care

Module 3 Learning Activities

- The module starts with a brief didactic overview of the choice of treatment settings based on client level of risk and a review of the dimensions of treatment planning
- Activity 1 offers a group exercise to apply this knowledge to the two case examples from module 2
- Activity 2 uses the video from module 2 to create a safety plan for the client
- Screen shots of all electronic care planning templates are provided in the participant guides

This module coincides with the introduction of I-CARE at CAMH thus aligning the BPSO initiative with the roll-out of the system

The screenshot displays a medical software interface for a patient named INDIA, KARRI. The patient's information includes DOB: 07/07/1981, Age: 32 years, Gender: Female, MRN: 800136, and Attending MD: Robert Cardish. The patient is currently inpatient, admitted on 23/04/2014 at 13:43. The interface shows a list of orders under the heading 'IPOC Suicide Risk (Planned Pending)'. The orders are categorized into Outcomes, INDICATORS, Interventions, and ORDERS. The 'Outcomes' section includes 'Prevent suicidal behaviour', 'Develop and implement safety plan', and 'Reduce Modifiable Risk Factors', all with a status of 'By Phase End'. The 'INDICATORS' section includes 'Level of Suicide Risk', 'Suicidal Ideation', 'Suicide Plan Formulated', and 'Presence of Suicide Intent', all with a status of 'During Phase'. The 'Interventions' section includes 'Monitor ongoing suicide risk', 'Ensure Appropriate Observation Level', 'Implement Inpatient Safety Precautions', 'Assess risk factors', 'Explore Reasons for Living & Dying', 'Review and Encourage Use of Safety Plan', and 'Enhance Healthy Coping Skills', all with a status of 'During Phase'. The 'ORDERS' section includes 'Close Observation (Observation-Close)' and 'Continuous Observation', both with a status of 'T;N'. The interface also features a 'Details' section at the bottom and a 'Status' bar at the top right indicating 'Meds History', 'Adm. Meds Rec', and 'Disch. Meds Rec'.

Component	Status	Dose ...	Details
IPOC Suicide Risk (Planned Pending)			
Outcomes			
<input checked="" type="checkbox"/> Prevent suicidal behaviour	By Phase End		
<input checked="" type="checkbox"/> Develop and implement safety plan	By Phase End		
<input checked="" type="checkbox"/> Reduce Modifiable Risk Factors	By Phase End		
INDICATORS			
<input checked="" type="checkbox"/> Level of Suicide Risk	During Phase		
<input checked="" type="checkbox"/> Suicidal Ideation	During Phase		
<input checked="" type="checkbox"/> Suicide Plan Formulated	During Phase		
<input checked="" type="checkbox"/> Presence of Suicide Intent	During Phase		
Interventions			
<input checked="" type="checkbox"/> Monitor ongoing suicide risk	During Phase		
<input checked="" type="checkbox"/> Ensure Appropriate Observation Level	During Phase		
<input checked="" type="checkbox"/> Implement Inpatient Safety Precautions	During Phase		
<input checked="" type="checkbox"/> Assess risk factors	During Phase		
<input checked="" type="checkbox"/> Explore Reasons for Living & Dying	During Phase		
<input checked="" type="checkbox"/> Review and Encourage Use of Safety Plan	During Phase		
<input checked="" type="checkbox"/> Enhance Healthy Coping Skills	During Phase		
ORDERS			
<input type="checkbox"/> Close Observation (Observation-Close)	T;N		
<input type="checkbox"/> Continuous Observation	T;N		

Additional Learning Resource

All modules provide learning materials to supplement the champion sessions:

- A participant guide and facilitator guide
- Comprehensive glossary
- Power Point presentations
- Summaries of the didactic materials
- A tent card for clinician's workspace
- A nurse educator kit to supplement learning for module 2
- References for each module

Evaluation

- All modules were piloted on an in- and outpatient service
- Pre-and post surveys were developed for the two pilot services to test the effectiveness of each module
- Surveys used 10 five-point Likert scale questions and open-ended questions to elicit feedback
- Descriptive statistics were used to analyze Likert scale data and qualitative data was analyzed

Pilot Outcome Data

- Significant differences were found in key questions between the pre- and post test data.
- Examples: enhanced awareness of the significance of language, self-reported confidence in conducting a suicide risk inquiry and knowledge of the care planning components
- Results suggest that 45 minute education modules focusing on core competencies are an effective way to increase staff knowledge and self-reported confidence in assessing suicide risk and planning care

Sustainability Plan

- Create a BPSO dashboard on suicide risk assessment
- Select key areas from the suicide risk assessment documentation form to regularly monitor evidence of compliance and quality of the assessments
- Ensure that suicide risk assessment is embedded in the orientation of all new inter-professional staff
- Provide clinical supervision
- Advanced Practice group and Nurse Educators to provide opportunities for practice and direct observation



References

- Registered Nurses' Association of Ontario(2009).
Assessment and Care of Adults at Risk for Suicidal
Ideation and Behaviour. Toronto, Canada.



- Additional references provided upon request