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EDUCATION AND TRAINING

A multidisciplinary learning experience contributing to mental health

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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 learning. The interactions among students and between students and consumers, promoted interprofessional 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.

➤ 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.

ARTICLE HISTORY

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KEYWORDS

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

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

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 relation-

Mu discip learr 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





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al Health Nursing (2016) ••, ••-••

of undergraduate nu nfidence following a m

Cowley, Sue Sumskis, Lorna Moxham, Ellie

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STRACT: In the present study, we evaluate the up on the clinical confidence of undergraduate nur ess. Twenty undergraduate nursing students wh ental Health Nursing Clinical Confidence Scale bo ere analysed using descriptive and inferential stat ed with a statistically-significant increase in stude ost-test data (P < 0.005). The results also demonstr ot have a family history of mental illness are more he pre- and post-results. The clinical confidence participation in an immersive clinical experience

KEY WORDS: clinical confidence, clinical pl

recreation.

ess is a significant issue that has an ongoing affected consumers and their families, even are considered to be well or to have recovered r & Jorm 2010). Within the health-care induss make up the largest health professional group, dless of whether or not nurses are employed in a nental health setting, they will come into contact nsumers who experience mental health issue ment of Health 2009). Nurses have the potenti

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ORIGINAL ARTICLE

Effect of immersive workplace experience on graduate nurses' mental health clinical confid-

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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 p mental illness. With increased attention on non-traditional mental health d further research is required to determine the effects of non-traditional men placements on mental health clinical confidence. The aim of the present study the impact of a non-traditional mental health clinical placement on mental he confidence compared to nursing students undergoing traditional clinical pl Mental Health Nursing Clinical Confidence Scale, the study investigated the placement programmes on the mental health clinical confidence of 79 nursi placement programmes included a non-traditional clinical placement of B comparison group that attended traditional clinical placements. Overall, the for both groups, mental health placement had a significant effect on it health dinical confidence, both immediately upon conclusion of placeme follow up. Students who attended Recovery Camp reported a signific compared to the comparison group, for ratings related to communicatin with a mental illness, having a basic knowledge of antipsychotic medicatiand providing client education regarding the effects and side-effects of suggest that a unique clinical placement, such as Recovery Camp, co facets of mental health clinical confidence for students of nursing.

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

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Globally, nurses make of the total mental Organization [WHO] 40%-60% of the depending on the preparation of nu health settings and ness is therefore to ensure that sty



Engagement in clinical placements is mandatory for all preregistration 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



Innovative Mental Health Clinical Placement Developing Nurses' Relationship Skills

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ABSTRACT

field notes. Analysis of data was conducted using tive thematic approach. Analysis of data rev themes: (a) Initial Anxiety/Nervousness, (b) Diffusion (c) Student Perceptions of Consumers, (d) Interact Communication, and (e) Resource Shift as a Result of Developing the professional learning of pre-registry nurses through immersion in effective clinical placeme 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.]

relation



Recovery Camp



Learning Outcomes/Objectives

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

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rol among People with Severe Mental Illness:

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Social Sciences, University of Wollongong, NSW, Australia ath District, Mental Heath Services

portance of perceived control to mental health and recovery, research is needed to d ease perceived control for people with a mental illness. cations of a therapeutic recreation program on the perceived control of people wit

intervention group (n=27) and comparison group (n=18) completed the Perce Scale at three time intervals, Subscale and total scores were analysed.

ignificant variation occurred in the perceived control areas of substance use, per urse led thera peutic recreation initiative, such as Recovery Camp, can improve and n control among people with mental illness.

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is defined by Dong, Sandberg, Bibby, Pederson, & as the feeling that one is in control of one's actions. se of control is important for people's wellbeing. 18) stated that, among the mechanisms of agency, or pervasive than people's beliefs about their capabilrol over their own level of functioning'. Maintaining a one's thoughts, feelings, actions, decision making and o increased well-being as well as improved social funcer quality of life (de Quadras-Wander, McGillivray, & Ferguson & Goodwin, 2010; Infurna, Gerstorf, Ram, , 2011; Jackson & Bergeman, 2011).

to describe a person's sense of control are many and , Wallston, Smith, & Dobbins, 1987; Skinner, 1996). sse of control, control beliefs, personal control, subjective ived control are often used interchangeably, creating eir interpretation and use (Thompson, 2009; Wallston ner's (1996) conceptual review of constructs of control rms sense of control and perceived control as related.

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Wallsto are more is the subj of contro (2007, p which th



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ORIGINAL ARTICLE

Recovery Camp: Assisting consumers toward enhanced self-determination

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ABSTRACT: Mental health consumers are often socially isolated and may lack the basic leisure competencies which serve as a critical building block for community (re)integration. Therapeutic recreation (TR), as a treatment modality for people with mental illness, is yet to be fully embraced in $the Australian\ health-care\ setting,\ despite\ having\ a\ strong\ historical\ foundation\ in\ North\ America.\ A\ team$ of academics created a TR experience, termed Recovery Camp, which was designed to collectively engage consumers and future health professionals drawn from a range of discipline areas.

The 2014 Recovery Camp was staged over a five day period and involved 28 adult consumers living with mental illness. Consumers undertook a diverse range of experiential recreation activities engineered to facilitate individual engagement and to encourage the development of positive therapeutic relationships and teamwork. The camp atmosphere was deliberately community-based and recovery-oriented, valuing

Using a 2×3 design involving a camp and comparison group, the study sought to examine the influence of a TR programme on the self-determination of individuals with a mental illness. Those who participated in the Recovery Camp reported an increase in awareness of self and perceived choice post-camp, relative to the comparison group. While this difference remained significant for awareness of self at three-month follow-up, there was no significant difference in perceived choice between the two groups at follow-up. Study findings serve to support the role of recreation within a recovery framework to positively change the health-related behaviour of mental health consumers.

 $\textbf{KEY WORDS:} \ \ adult, \textit{mental health, lived experience recovery, Recovery Camp, self-determination}.$

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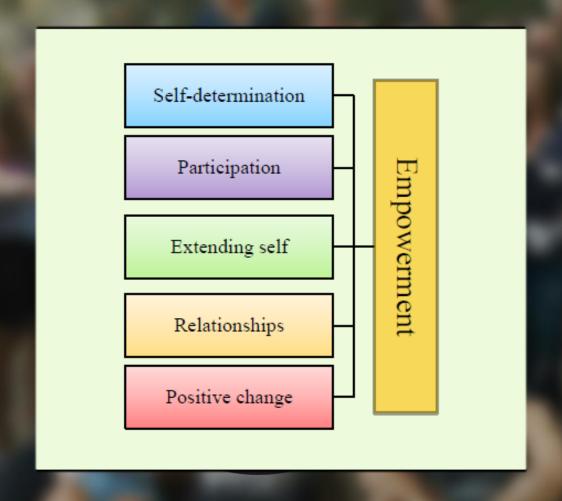
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INTRODUCTION

For many years, mental health care has been embedded in a medical model where the focus has principally been on repairing damage and striving for a cure, with little consideration of the individual's personal sense of wellbeing (Carruthers & Hood 2004; Pegg & Moxham 2000). While wellbeing is influenced by many factors, a key element is an individual's level of self-determination or motivation (Carruthers & Hood 2004). Self-determination has been an area of importance within the mental health field for a number of years (Craike & Coleman 2005). The importance of self-determination could be attributed to its' strong connection with positive leisure experiences and other forms of social engagement, which collectively serve as a buffer

Increases i selfdetermination





Goal Setting Among People Living with Mental Illness: A Qualitative Analysis of DOURS IN MENTAL PLACEN NUMBERS 2017, VOL. 38, NO. 5, 420–424 http://dx.dol.org/10.3080/01612640.2016.12/1067

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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 inneventive generach to addrace consumers' goals for recovery can be 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 more in the form of their recovery. An innovative approach to address consumers' goals for recovery himself the interest of the properties of the propert 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, bring the form of the program and the supportant program and the support of the program of the pr found in the form of therapeutic recreation (TR) initiatives. Recovery Comp is a five-day TR program, bring-ing together people with a serious mental illness, undergraduate health students, and staff members. This particle aims to examine the types of noals set by consumers in the context of Recovery Comp. and to what ing 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 in the context of Recovery Comp, and to what except the suff-identified goals were attained. The consumers in $\equiv 271$ were invited to set enals that thus extent the suff-identified goals were attained. article aims to examine the types of goals set by consumers in the context of Recovery Camp, and to what extent the self-identified goals were attained. The 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. wished to achieve during the week. On the final day of Recovery Camp, each participant rated the degree to which they left that each of their goals was achieved or not. The goals were themed using content analysis, which they left that each of their goals was achieved or not. The goals were themed using content analysis, which they left that each of their goals was achieved or not. The goals were themed using content and recovery revealing four key themes: connectedness, developing healthy habits, challenging oneself, and recovery revealing four key themes: connectedness, developing healthy habits, challenging oneself, and recovery action of the second second

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
out and evaluate the self-identified noals in the context of a TD initiative. A collaborative recovery approach All goals were, to some extent, attained. The results suggest people with a mental illness are able to both at 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 consumar. set and evaluate the self-identified goals in the context of a TR initiative. A collaborative recove indicates that goal planning should be undertaken in direct consultation with the consumer.

Recovery from mental illness is not synonymous with cure, but necovery from mental timess is not synonymous with cure, but instead it can be defined as gaining a social identity through insteau it can be denned as gaining a social identity inrough engagement in an active life (Moxham, Liersch-Sumskis, Taylor, engagement in an active me (Manham, 1,113,113,113) and that people Patterson, & Brighton, 2015, p. 62). It is recognised that people ratterson, or prignton, 2013, p. 0.2). It is recognised that people with a serious and enduring mental illness often experience with a serious and enduring memai unless often experience difficulty in achieving life goals, particularly those that influence unicury in achieving me goars, paracularly mose that momente the recovery process, such as living independently, establishing the recovery process, such as tiving independently, establishing healthy relationships, and maintaining wellbeing (Corrigan & neatry relationships, and manhaming weathering Contiguities. Shapiro, 2010). This can be perpetuated by negative prejudices. Public stigma portrays people with a mental illness as childhise and disempowered, assuming they need someone else to make decisions about their goals (Corrigan & Shapiro, 2010).

cusions 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 expioneu airo sieps rowaius acinieving muse aspirationis cari oc developed. A goal can be defined as an internal portrayal of an developed. A goal can be defined as an internal pollusyal of an aim, whether it be an outcome, event, or process (Austin & Vanaim, whether it be an outcome, event, or process (Austin ex van-couver, 1996). Goals can be short- or long-term, and they can be couver, 1996). Goars can be snort- or 100g-1610, and uney can be broad or specific. Simply setting a goal may increase the amount proad or specific. Sumply setting a good 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.

in the past, consumer involvement in goal setting was limited and the paternalistic attitudes that previously existed meant the and the panermatism, and questing preyrously existed meant one 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, Whitley, the input of consumers receiving them. 10 that end, white strickler, and Drake (2012) contend that novel approaches are SKTICKIET, and LITRIKE (2012) CONTEND THAT HOVE APPROACHES ARE required to address the consumers goals for the recovery, Each 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 set-

An innovative, novel approach to address the consumers an innovative, novel approach to augress the consumers goals for personal recovery can be found in the form of there goals for personal recovery can be found in the form of inter-apeutic recreation (TR) initiatives (Moxham et al., 2015). TR ting their own goals. apeunc recreation (110) initiatives (moxnam et al., 2013). He initiatives value the uniqueness of each person. They invite participants to take part in the activities designed to challenge, participants to take part in the activities designed to chanceage remediate, and rehabilitate individuals in a safe and supportive setting (American Therapeutic Recreation Association, 2009). setting (American Therapeutic Recreation Association, 2009).

The overall purpose of therapeutic recreation is to assist partic. The overall purpose of the the particle of the particle of the purpose of the particle of the

While there is an empirical support for the effectiveness of goal setting in the context of recovery from mental illness or goar setting in the context or recovery from mental inness (Austin & Vancouver, 1996; Slade, 2010), little to no research Lord, 2008). has focused on goal setting within the context of specific internas rocused on goar setting within the context of specific inter-ventions or programs, particularly those that are TR-based. As venuons or programs, particularly those that are 1 K-pased. As such, this paper examines goal setting in the context of a holistic, recovery-oriented, strengths-based TR experience called Recovrecovery oriented, strengtis-pased 1 st experience caused necovery Camp. Recovery Camp occurs outside a traditional clinical mental health setting (e.g., hospital-based settings). It brings mental nearm setting (e.g., nospital-pased settings). It orings together people with serious and enduring mental health issues, Can a clinical placement influence attitudes toward people with mental illness?



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

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Keywords: Education Mental illness Stigma Student nurses Therapeutic recreation

Background: The way people who experience mental illness are perceived by health care professionals, which often ABSTRACT ounground. The way people with expression that the mean at percentage of the first state process and on their quality of life 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 stuorgeniese, so ocice name wineuses sugana sovom us people, with mission mineus vaneu are undersignational entition of dents who attended a non-traditional dinical placement called Recovery Camp compared to students who attended a 'typical' mental health clinical placement.

Puriciponts: Seventy-nine third-year nursing students were surveyed; n=40 attended Recovery Camp (intervendents) seventy-nine third-year nursing students were surveyed; n=40 attended Recovery Camp (intervendents) and n=40 attended Recovery tion), 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 necusius. All automis sampleses use assau troutine acute (assa) pre- and pose-passement and at uncertified follow-up. Data analysis consisted of a one-way repeated measures analysis of variance (ANOVA) exploiting parameler estimates between group scores across three time points. Two secondary repeated measures ANOV As were PERFORMED DESIRED GROUP SERVICES AND SERVICES THE PARTIES, TWO SECURDARY EXPENSES THE SERVICE AND SERVICES FROM THE SERVICE AND SERVICES THE PAIRWISE COMPARISONS demonstrate the differences in SDS scores for each group across time. Pairwise comparisons demonstrate the differences in SDS scores for each group across time. Pairwise comparisons demonstrate the differences in SDS scores for each group across time.

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 group existed, rai ameter establishes revealed that sugma natings for the intervention group were significantly reduced post-placement and remained consistently low at three-month follow-up. There was no significant difference of the control of t

Conclusions: Students who attended Recovery Camp reported significant decreases in stigma towards people with a mental illness over time, compared to the typical placement group. Findings suggest that a therapeutic recreation thermal stricts over three, compared to the type, an placement group, though endings suggest that a use aposite tectorism 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. © 2016 Elsevier Ltd. All rights reserved.

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.,

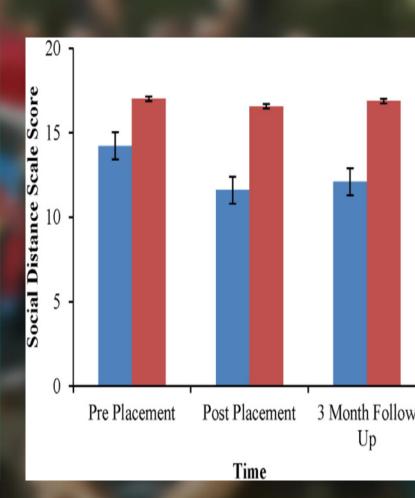
Undergraduate nursing students engage in education about stigma, which includes the impact upon consumers, the impact on their efficacy in the work place, and how to avoid negative prejudices and discrimination against those under their care. It is important that students understand the impact of stigma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

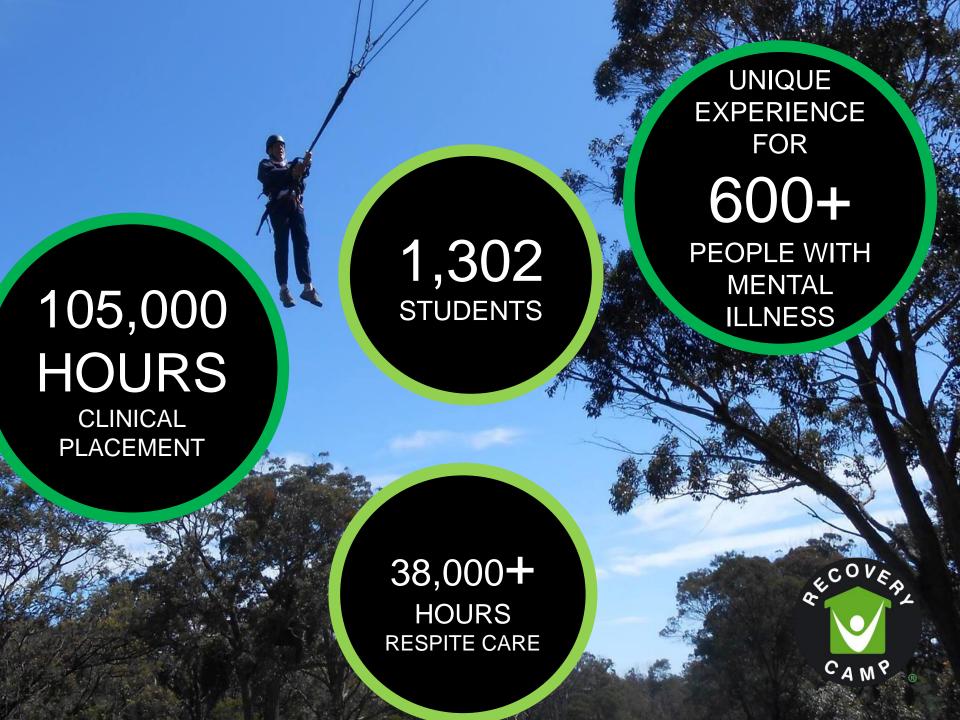
As part of their program of study, nursing students across the globe participate in mandatory dinical placements, which are an integral

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cal placements may not be conducive ssening of stigma among future health onals.

placements, such as Recovery Camp, nable, among other factors, students to familiar with consumers when they are neir most distressed, seem to be a all solution to this.





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

Primary Studies & Publications

Knowledge Transfer & WiL

- o Goman, C., **Patterson, C., Moxham, L.,** Harada, T., & Tapsell. A (2020). Alternative mental health clinical placements: Knowledge transfer and benefits for nursing practice outside mental health care settings. *Journal of Clinical Nursing*, 29(17-18), 3236-3245.
- Tapsell, A., **Patterson, C., Moxham, L.** & Perlman, D. (2021). Informing work-integrated learning through Recovery Camp. *Internl Journal of Work-Integrated Learning*, 22(1), 73-81.
- o Perlman, D., **Moxham, L., Patterson, C.,** Cregan, A., Alford, S., & Tapsell, A. (2020). Mental health stigma and undergraduate nursing students: A self-determination theory perspective. *Collegian 27(2)*, 226-231

Clinical Confidence

- o **Patterson, C., Moxham, L.,** Taylor, E. K., Perlman, D., Brighton, R., Sumskis, S., Heffernan, T. & Lee-Bates, B. (2017). Effect of immersive workplace experience on undergraduate nurses' mental health clinical confidence. *International Journal of Mental Health Nursing*, 26(6), 620-628.
- o Perlman, D., **Patterson, C., Moxham, L.,** Taylor, E., Brighton, R., Sumskis, S. & Heffernan, T. (2017). Preparing nursing students for mental health care: The impact of a recovery-oriented clinical placement. *Issues in Mental Health Nursing*, 38(8), 663-668.
- o **Moxham, L., Patterson, C.,** Taylor, E., Perlman, D., Sumskis, S. & Brighton, R. 92017). A multidisciplinary learning experience contributing to mental health rehabilitation. *Disability & Rehabilitation*, *39*(1), 98-103.
- o Cowley, T., **Moxham, L.,** Sumskis, S., Taylor, E., **Patterson, C.,** Brighton, R., & Halcomb, E. (2016). Evaluation of undergraduate nursing students' clinical confidence following a mental health recovery camp. *International Journal of Mental Health Nursing*, 25(1), 33-41

Therapeutic Relationship Skills

- o Perlman, D., **Moxham, L., Patterson, C.,** Tapsell, A. & Keough, E. (2022). The influence of a self-determination theory grounded clinical placement on nursing student's therapeutic relationship skills: a pre-test/post-test study. *Intern Jl of Mental Health Nursing*, <u>31(2)</u>, 305-312.
- o Perlman, D., Taylor, E., **Moxham, L., Patterson, C.,** Brighton, R., Heffernan, T. & Sumskis, S. (2017). Innovative mental health clinical placement: developing nurses' relationship skills. *Journal of Psychosocial Nursing and Mental Health Services*, *55*(2), 36-43.

Primary Studies & Publications

Stigma reduction

- Perlman, D., Taylor, E., **Moxham, L. & Patterson, C**. (2019). Nursing students' self-determination: The influence on stigmatizing attitude within clinical placement settings. *International Journal of Mental Health Nursing*, 28(3), 706-711.
- o Perlman, D., **Moxham, L., Patterson, C.** & Cregan, A. (2019). Stigmatization behaviour of pre-registration nurses: Do the self-determined psychological needs influence this? *Issues in Mental Health Nursing*, 40(4), 342-346.
- o Perlman, D., Brighton, R., **Patterson, C., Moxham, L.,** Taylor, E. K., Sumskis, S. & Heffernan, T. (2018). Stigmatization and self-determination of preregistration nurses: A path analysis. *International Journal of Mental Health Nursing*, 27 (1), 422-428.
- **Patterson, C.**, Perlman, D., Taylor, E. K., **Moxham, L.,** Brighton, R. & Rath, J. (2018). Mental health nursing placement: a comparative study of non-traditional and traditional placement. *Nurse Education in Practice*, 33, 4-9.
- o **Moxham, L.,** Taylor, E., **Patterson, C.**, Perlman, D., Brighton, R., Sumskis, S., Keough, E. & Heffernan, T. (2016). Can a clinical placement influence stigma? An analysis of measures of social distance. *Nurse Education Today*, 44, 170-174.

Knowledge Transfer

o Hall, R., **Moxham, L.,** Perlman, D. & Tapsell, A. (2021). Non-conventional clinical placements and the experience of the facilitator: a phenomenology study. *Journal of Mental Health Training, Education and Practice, 16*(2) 112-122.

Developing Social Capital & Engagement

- O Jay, E-K., **Moxham, L. & Patterson, C.** (2021). Using an arts-based approach to explore the building of social capital at a therapeutic recreation camp. *International Journal of Mental Health Nursing*, *30*(4), 1001-1009.
- o Picton, C., **Moxham, L. & Patterson, C.** (2018). Meaningful engagement for people who are often hard to reach. *International Journal of Mental Health Nursing*, 27(S1), 38-39

Help Seeking & Recovery

- **Patterson, C.,** Perlman, D., **Moxham, L.,** & Burns, S. (2019). Do help-seeking behaviours influence the recovery of people with a lived experience of mental illness? *Journal of Psychosocial Nursing and Mental Health Services*, 57(12), 33-38.
- o **Moxham, L.**, Liersch-Sumskis, S., Taylor, E., **Patterson, C.**, & Brighton, R. (2015). Preliminary outcomes of a pilot therapeutic recreation camp for people with a mental illness: Links to recovery. *Therapeutic Recreation Journal*, 49(1), 61-75.

Primary Studies & Publications

Empowerment and Self-determination

- o Picton, C., **Moxham, L. & Patterson, C.** (2019). Experts by experience sharing personal knowledge to enhance the learning of undergraduate nursing students. *Aust Nursing & Midwifery Journal*, 26(6), 55.
- o **Moxham, L.,** Taylor, E. K., **Patterson, C.,** Perlman, D., Brighton, R., Heffernan, T. & Sumskis, S. (2017). Goal setting among people living with mental illness: A qualitative analysis of Recovery Camp. *Issues in Mental Health Nursing*, *38*(5), 420-424.
- **Patterson, C., Moxham, L.,** Taylor, E., Liersch, S., Perlman, D., Brighton, R., Heffernan, T. & Keough, E. (2016). Perceived control among people with severe mental illness: a comparative study. *Archives of Psychiatric Nursing*, *30*(5), 563-567.
- o Perlman, D., Taylor, E., Molloy, L., Brighton, R., **Patterson, C. & Moxham, L**. (2018). A path analysis of self-determination and resiliency for consumers living with mental illness. *Community Mental Health Journal*, *54*(8), 1239-1244.
- Alford, S., Perlman, D., Sumskis, S., Moxham, L., Patterson, C., Brighton, R., Taylor, E. & Heffernan, T. (2017). What can leisure offer those with a mental illness; diversion, experience or something much richer? World Leisure Journal, 59(3), 218-226.
- o Perlman, D., **Patterson, C., Moxham, L.,** Taylor, E. K., Brighton, R., Sumskis, S. & Heffernan, T. (2017). Understanding the influence of resilience for people with a lived experience of mental illness: A self-determination theory perspective. *Journal of Comm Psychology*, 45(8), 1026-1032
- o Taylor, E., Perlman, D., **Moxham, L**., Pegg, S., **Patterson, C.,** Brighton, R., Liersch, S. & Heffernan, T. (2017). Recovery Camp: assisting consumers toward enhanced self-determination. *International Journal of Mental Health Nursing*, *26*(3), 301-308.

.. 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



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