



# RPNAS

REGISTERED PSYCHIATRIC NURSES  
ASSOCIATION OF SASKATCHEWAN

## Career-long Learning Program Reflective Practice Review Form

Complete the Reflection Practice Review Form for the goal you have prioritized for this year's Career-long Learning Program (CLP). Keep this form for 5 years in the case that you are required to submit your documentation to RPNAS for verification of the CLP.

If this form does not provide adequate space or you would like to document these components in an alternative way, please do so and retain for 5 years. Ensure all elements covered on this form are covered in your choice of documentation.

**Registration Year:** 2021

**Which Standard(s) of Psychiatric Nursing Practice are you submitting for?** (Choose at least one)

- Standard 1: Therapeutic relationships
- Standard 2: Competent, evidence-informed practice
- Standard 3: Professional responsibility and accountability
- Standard 4: Leadership and collaboration in quality psychiatric nursing practice
- Standard 5: Professional ethical practice

Click to access the [Standards of Psychiatric Nursing Practice](#) directly.

**What is your learning goal(s) for the year?**

- Your goal must relate to the Standard of Psychiatric Nursing Practice that you selected above which is based on your completed self-assessment

I am working on understanding the impacts of colonization on my values, beliefs, professional relationships, work practices, and the people I work with.

This relates to Standard 5, indicators 5.2 (applies Code of Ethics in all areas of their practice – especially principles around Unconditional Respect); 5.3 (Identifies the effect of their own values, beliefs and experiences in relationships with clients, recognizes potential conflicts, and takes action to prevent or resolve them).

It also relates to Standard 1, indicator 1.2 (Recognizes and addresses power imbalances in therapeutic relationships) and Standard 2, indicator 2.4 (Integrates cultural competence and cultural safety into their practice with diverse clients).

**What learning activities have you chosen and why? What relevance do the activities have to your self-assessment and/or learning goal? Be specific when describing learning activities:**

- Include authors, titles, and year of publication of books, articles, and web-based resources
- Include URLs for web-based resources
- Describe courses, workshops, and presentation including name of the activity, where it was taken, and facilitator information
- Describe committees, boards, and other volunteer work including what the goals were
- Describe the focus of preceptorship and mentorship activities (do not include names)

Attended 6-hour virtual conference called Decolonizing Psychology by Teachers College, Columbia University. I attended all four sessions. Presenters were Dr Carol Falender, Dr. Celeste Malone, Dr. Jasmine Mena, and Dr. Amanda Sullivan. I attended the live event on April 16, 2021. There was also an active chat with resource sharing. The recording and chat is available at: [Decolonizing Psychology Training Conference - YouTube](#)

Attended Governance Solutions Webinar: Equity, diversity, and inclusion: top 3 actions every board member must take on August 10, 2021. 1 hour.

Reviewed the Truth and Reconciliation Commission's (2015) Calls to Action and have been working to apply them in my work. [Truth and Reconciliation Commission of Canada: Calls to Action | Canadian Religious Conference \(crc-canada.org\)](#)

Read article: Malherbe & Dlamini (2020). Troubling history and diversity: Disciplinary decadence in community psychology. *Community Psychology in Global Perspective*, 6(2/1), 144-157. [\(PDF\) Troubling history and diversity: Disciplinary decadence in community psychology \(researchgate.net\)](#)

Read report In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care by Hon. Dr. Mary Ellen Turpel-Lafond (Aki-Kwe) in December 2020. This was a data report on Indigenous-focused racism in the BC healthcare system: [In-Plain-Sight-Data-Report\\_Dec2020.pdf1 .pdf \(gov.bc.ca\)](#)

Took Harvard's (2011) implicit bias test on Race to check to see if my self-assessment is accurate - [Take a Test \(harvard.edu\)](#)

**Specific to the standard of practice you selected and its indicators, what did you learn from completing the learning activities you selected?**

The in plain sight report highlighted that a significant number of Indigenous people experience more barriers to making a complaint than non-Indigenous patients. Also showed that Indigenous people specifically expect to be treated poorly throughout complaints process, do not believe they would be taken seriously, believe they would be treated worse if they called attention to their inappropriate treatment, and have found that submitting a complaint in the past did not make a difference to the care they received. This indicates that administrators need to be more proactive in creating safe and accessible processes for Indigenous people to express dissatisfaction with the service they received. This report took place in a BC context, but I believe there are lessons for the Saskatchewan context as well.

From all resources I have become aware of a greater need to speak out about racism and how discrimination can be subtly expressed. There is a need for leadership and training to prevent racism and for greater accountability for racist behaviour.

There is a need to build and redefine relationships with First Nations, Metis, and Inuit governments, peoples, and organizations. Need to respect Indigenous peoples' rights to self-determination.

I have realized that I can't think my way out of racism and colonialism. I need to take individual and collective action. It is not enough for me to focus on my personal attitudes and expect that lead to the changes that are required.

Governance Solutions shared numerous highly inappropriate reactions (rage, racism, etc.) that they received when they announced their session on Diversity, Inclusion, and Equality. These reactions demonstrate the denial and resistance people in governance positions can have to change. Again, this reinforced for me the need to take an active stance rather than just focus on myself.

### How have you applied this learning to your practice?

- How has your practice, your colleagues' practice, and/or the care of clients been improved by your engagement in this learning?
- Describe what indicators of the standard of practice that you are focusing on are met by the completion of this learning.
- If you are not currently practicing, how do you plan to apply this learning into your practice? (Include steps to be taken and changes to advocate for if you are not yet practicing).

I have been applying the TRC calls to action in my work – e.g., wrote a discussion paper in collaboration with another agency and linked the recommendations for policy change to the TRC; when contributing to conversations about public need for mental health care I frame the discussion within the social determinants of health, acknowledging of the harms resulting from Canada's legacy of colonization (e.g., pass system, residential school system, 60's scoop, over-representation of Indigenous children in foster care and Indigenous people in correctional system). I have been advocating to increase visibility of local Indigenous nations within my agency – for example local Indigenous artwork, development of a land acknowledgement on our emails and in person communications. Inviting others to acknowledge the lands they are joining from.

I have spoken up when I saw racism in a work situation. For example, I noted inconsistent application of policy when the scenario involved a First Nations client than another client. I called attention to the inconsistency.

I promoted the development of an Antiracist policy within my workplace with consultation of a variety of local racialized and non-racialized individuals and groups. This policy requires anti-racist behaviour by all, zero tolerance for racism towards clients and staff (breaches are investigated and followed up), continual antiracist education and training, racism complaint processes, promotion of cultural safety in the agency.

**Evaluate the effectiveness of the implementation of your learning as described above. Is further learning required or is it required that you adjust your learning goal?**

I do believe my learning has been effective, but I also recognize work on this goal will be a lifelong endeavour. I will need to continually reflect on my own culture, knowing, and examine scenarios to help me know if and how racism, bias, and colonialism are at play. Creating change will be a long and incremental process. Next year I will work more on this goal and add another. I will register for the UofA and ISC Indigenous Studies Coursera Course. I will also review the Canadian Geographic Indigenous Peoples Atlas of Canada ([What Is Indigenous? | Indigenous Peoples Atlas of Canada](#)). I think I could also benefit from learning more about trauma-informed organizational practices and processes. I would also like to learn more about local Indigenous health and healing practices, considering how I can support more informed and inclusive psychiatric nursing practice.