



46TH ANNUAL EDUCATIONAL CONFERENCE



COLLABORATE. EDUCATE. ADVOCATE.

Who we are...



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Objectives

- Explain the foundational principles of restorative justice practices
- Identify the application of a restorative mindset in NP practice and education
- Recognize how a restorative mindset and practices can help us to reflect on structural inequities, biases, and challenges in healthcare

Agenda

- Restorative Justice Principles
- Experiential community Circle
- ARNP and RJ
- Lessons Learned

Land Acknowledgment

Resources

- **Native-Land.ca website** and app with map of Indigenous territories across the world:
native-land.ca
- **US Department of Arts and Culture "Honor Native Land" Project:**
usdac.us/nativeland

How can I get involved?

- Start by educating yourself about Indigenous history and current events impacting Indigenous groups both locally and across the country.
- Challenge the colonial narrative in U.S. history, for example, the stories of "Columbus Day" and "Thanksgiving."
- Support local land rematriation (ree·pay·tree·ay·shn) efforts:

Restorative Justice Principles

Interconnected

Hózhó (Navajo): Harmony in all things

In Lak'ech (Mayan proverb): You are another me

Kapwa (Filipino): I am who I am connected to

Mitákuye Oyás'ínŋ (Lakota Metaphor): We are all relatives

Neddo ko bandum (Fula): A person is their relatives | The remedy of man is man

Pono (Hawaiian): Righteousness and balance

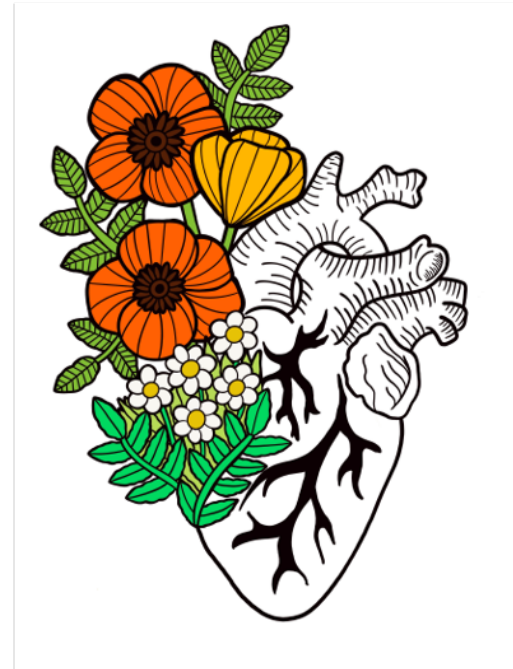
Shalom (Judaism): Harmony, being in right relationship

Ubuntu (Nguni proverb): I am because we are

We'am | Wi'am (Arabic): Harmony, peace | cordial relationships

Whakapapa (Māori): The idea of shared genealogy

Your liberation is bound up with mine (Aboriginal activists)



Restorative justice emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities and to heal the harm to relationships and community.

Restorative justice is also a proactive relational strategy to create a **culture of connectivity** where all members of a community thrive and feel valued.

Fania Davis (2019) The Little Book of Race and Restorative Justice

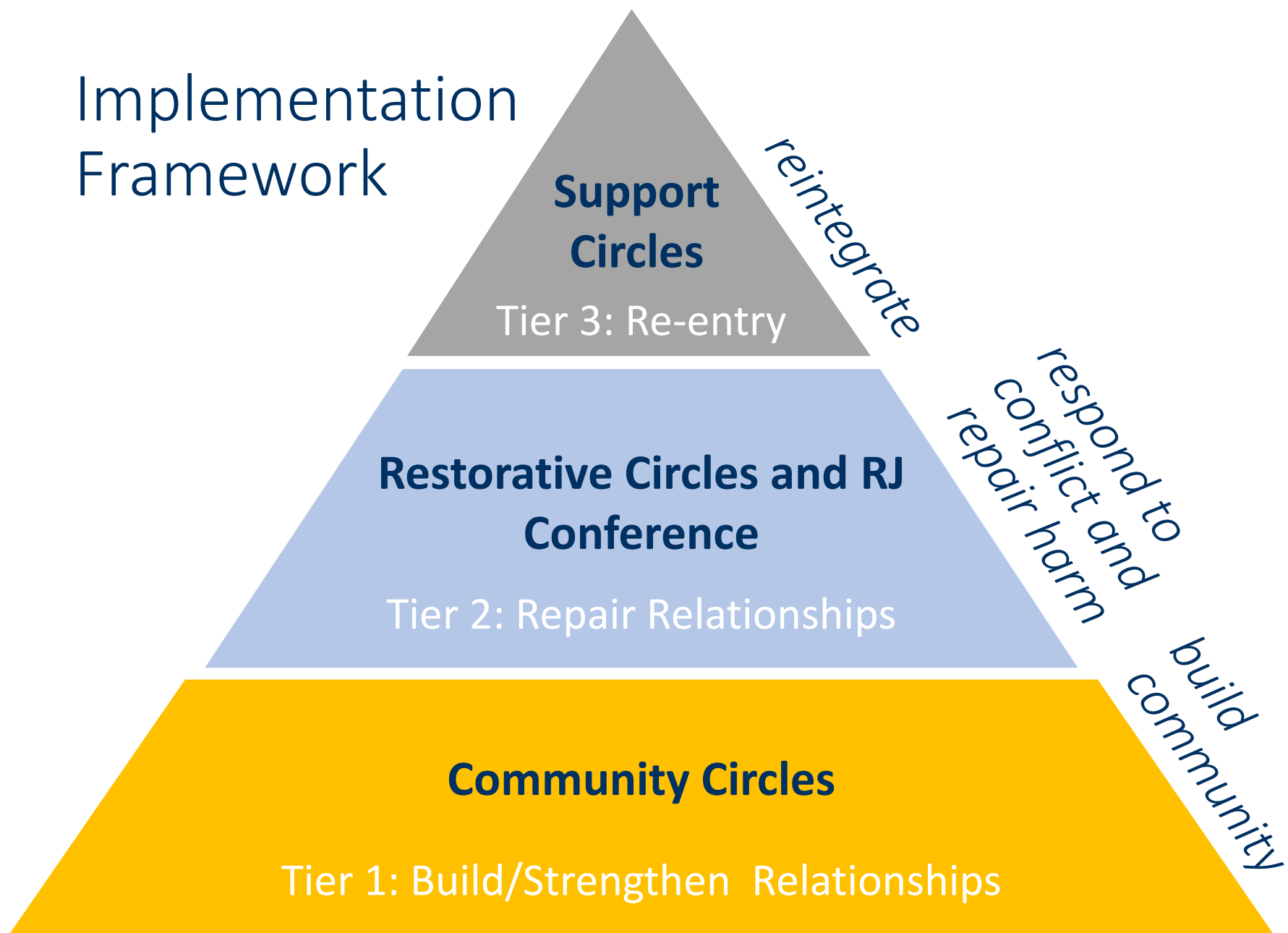
Restorative Justice Approaches

- **Proactive**
 - Build a sense of community
 - Strengthen relationships in the community
- **Responsive**
 - Address the harm
 - Identify individual and community needs
 - Rebuild relationships between individuals and their community



(UCSF, 2024)

Implementation Framework



Responding to Harm

WHAT CONSTITUTES A HARM?

Restorative justice views interpersonal wrongdoings and misconduct as causing relational harm to people, relationships, and the community.

Punitive Mindset

- What was the rule/policy violation?
- Who broke the rule?
- What is the punishment?

The response is focused on explaining the intent of the person who caused harm.

Restorative Mindset

- What happened?
- Who was harmed?
- What impact has the incident had on you and others?
- What is needed for repair?
- Whose obligations are these?

The response is focused on exploring the impact and the needs of the impacted persons.

Restorative Mindset

- Communal mindset
- “We do justice *with* people and not *to* them.” (Davis, 2019)
- Centers the needs of the impacted persons
- Focused on healing rather than alienating
- Collaborative approach to problem-solving
- Restoring *respect, dignity, and care*



(UCSF, 2024)

Cajete, G. (2015). *Indigenous community: Rekindling the teachings of the seventh fire* (First edition). Living Justice Press.

Davis, F. (2019). *The little book of race and restorative justice: Black lives, healing, and US social transformation*. Good Books.



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Community Agreements

The Mental Frame: Communal Habits of Mind that Protect Trust

1. Autonomy

2. Affiliation

3. Acceptance

4. Agreement

- Trust is built on the community agreements that everyone has accepted.
- "Are community agreements still working for us? Or should we change them? Do our agreements still reflect our values?"

Cajete, G. (2015). *Indigenous community: Rekindling the teachings of the seventh fire* (First edition). Living Justice Press.



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Experiential Circle

Community Agreements

1. One voice, many listeners.
2. Speak and listen from the heart.
3. Speak from your own experience. Share what feels comfortable (stretch/don't break).
4. Be mindful of time.
5. Slow down if someone experiences an *ouch* (ouch/oops).
6. Honor privacy.
7. Everything is an invitation.
8. Take care of yourself and ask for what care you need.



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Prompt Questions

Circle round 1:

- Name and Pronouns
- Share a word, phrase or experience that describes interconnected in your family, culture, or community?

Circle round 2:

- Share how your word/phrase/experience grounds you in your profession?

Circle round 3:

- Share one thing that resonated with you from what your colleague(s) shared



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Debrief

1. What resonated with you from what your colleague(s) shared?
2. What did you notice about yourself while engaging in the Circle?



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RJ and APRNs

RJ as an Embodiment of Nursing Ethics



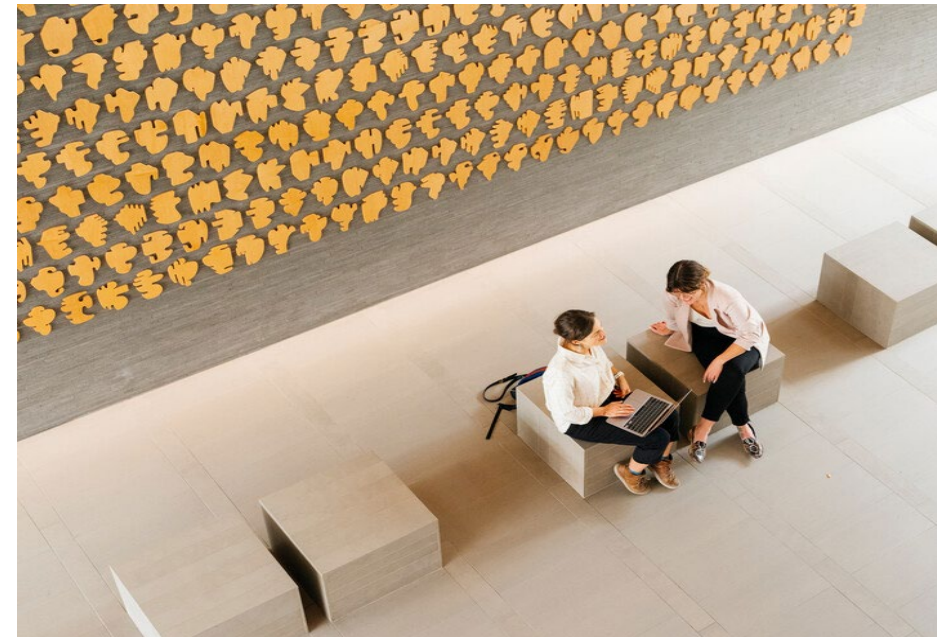
- *The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of **every person*** (Provision 1)
- *The nurse owes the **same duties to self as to others...*** (Provision 5)
- *Establishes, maintains, and improves the ethical environment...* (Provision 6)
- *The nurse collaborates with other healthcare professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.* (Provision 9)



Health Care Burnout and Alienation

- >60% of nurses report burnout – higher in younger nurses (Robbins, 2022)
- > 60% of healthcare workers report experiencing workplace violence
 - Both patient and colleague inflicted
 - Often addressed in a punitive way with no redress

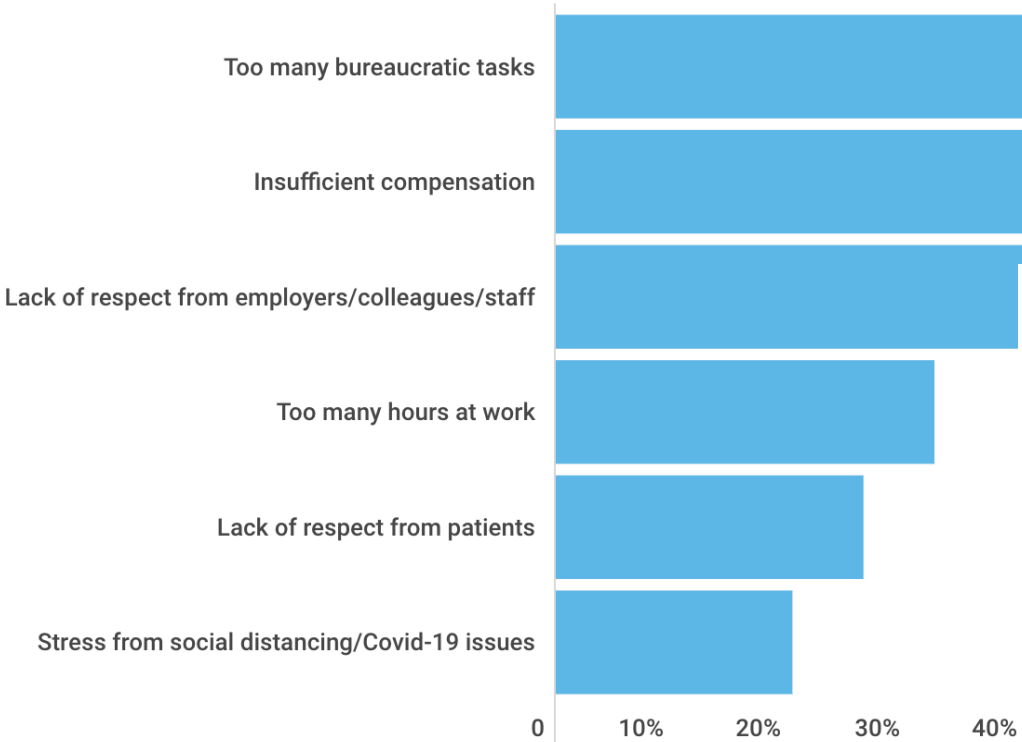
There is evidence that the risk of burnout decreases in favorable practice environments



Factors driving NP burnout and depression

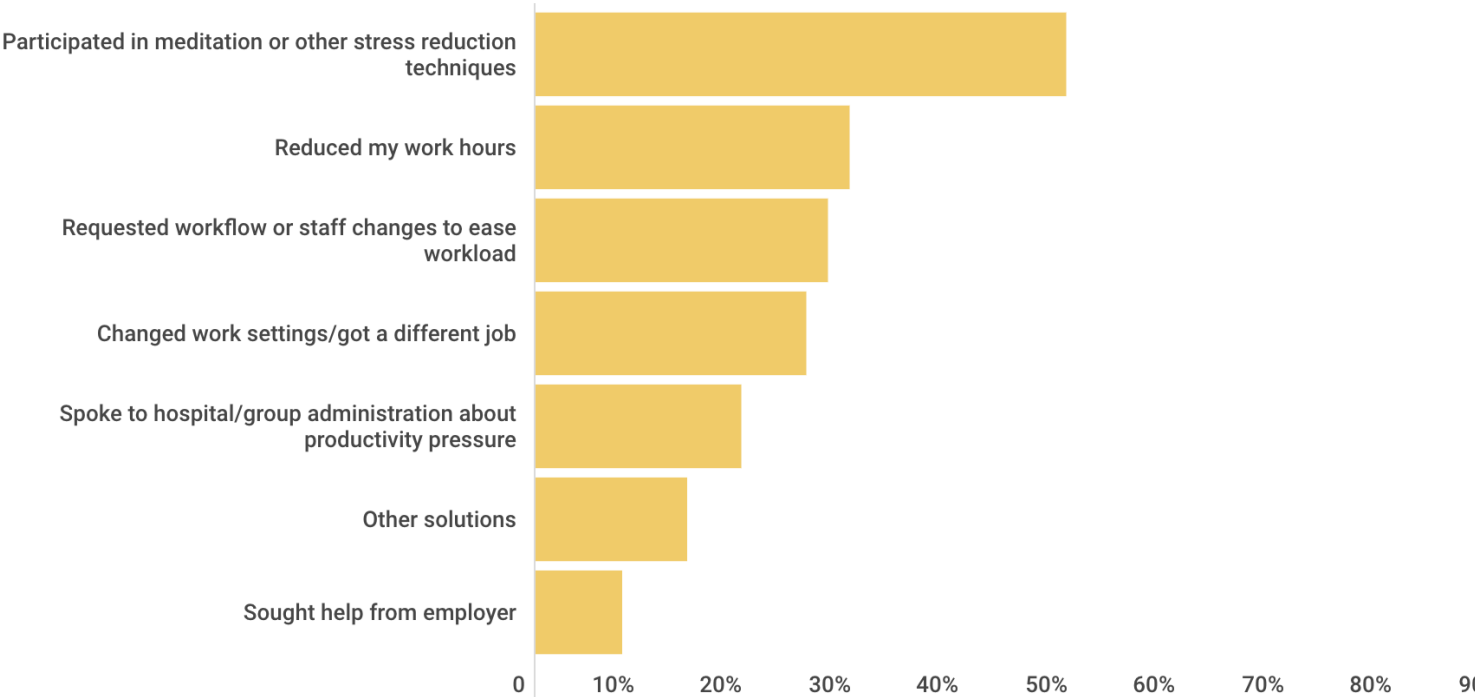


NP Burnout & Depression Report



Source:

Efforts taken by NPs to reduce burnout at work



Burnout Prevention and Management

- RJ can be used as a tool to help create a culture of safety, trust, collaboration
- Circle can be used for debriefing
 - Unpack the emotional distress in a unit
 - Discuss emotional impact the climate has had on NP's
 - Communal understanding
 - Healing
- Circles can be a powerful way to build resilience
- Circles can be used to debrief painful or traumatic clinical experiences.



Flores, P. (2022). When "First Do No Harm" Fails: A Restorative Justice Approach to Workgroup Harms in Healthcare. University of San Diego.

Restorative Mindset in NP Education

- Proactively build a *connected community* that learners may carry into their practice
- Facilitation and discussion of potentially difficult conversations in community
- Adequate time for self-reflection
 - Slowing down to address potential bias, triggers, or challenges
 - Developing a life-long self-reflective clinical practice
- Preparing learners to engage in emotionally difficult work
- Building psychological safety
- Aiming to reduce burnout



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Learners expressed proactive restorative approaches supported them in building connections, raising their social awareness, feeling affirmed, and being reminded they are not alone.

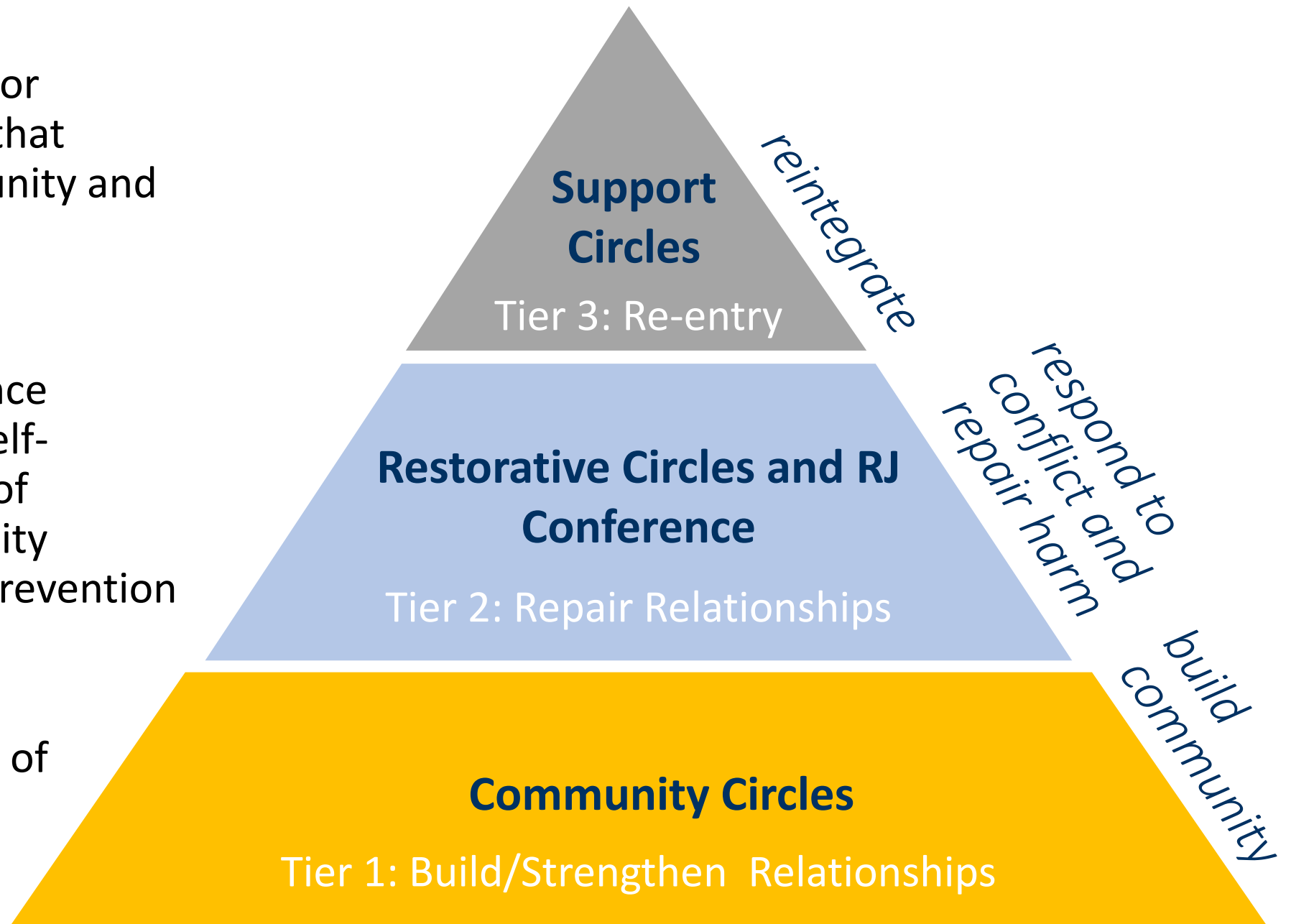
Restorative Mindset in NP Practice

- Proactively build a connected interprofessional community in your practice setting
 - Consider your clinical team's needs and co-development of community agreements
 - Build trust and safety
- Debriefing clinical or interprofessional experiences
- Developing self-reflection in a setting of safety
- Restoring respect, dignity, care for each person – redress and reintegration

Reintegrate a learner or practitioner in a way that addresses the community and individual needs

Repair harms to enhance psychological safety, self-reflection, awareness of bias, healing, community connection, burnout prevention

Proactively build a connected community of understanding – potentially reducing burnout



Case Scenario

Alex comes into your clinic on a very busy day to address his diabetes and is notably depressed. During the visit Alex expresses concern that he would like to wait before starting an antidepressant due to fears of mental health related medications.

You race off to the next patient who has a very similar presentation, but would like to start a medication. You return to your charting room midday and input an antidepressant prescription. You realize as you move to the next chart that you accidentally put the prescription in Alex's chart. You cancel the prescription order and put it in the wrong chart, but it has already gone to the pharmacy.

Alex sends a very strong message through the EHR stating you could have caused him serotonin syndrome and accusing you of sharing his medical information with others. The practice manager seems annoyed, you feel embarrassed and defensive, and the patient is upset.



(UCSF, 2024)

Restorative Mindset

- What happened?
- Who was harmed?
- What impact has the incident had on you and others?
- What is needed for repair?
- Whose obligations are these?



How and what we learn leads to how we practice

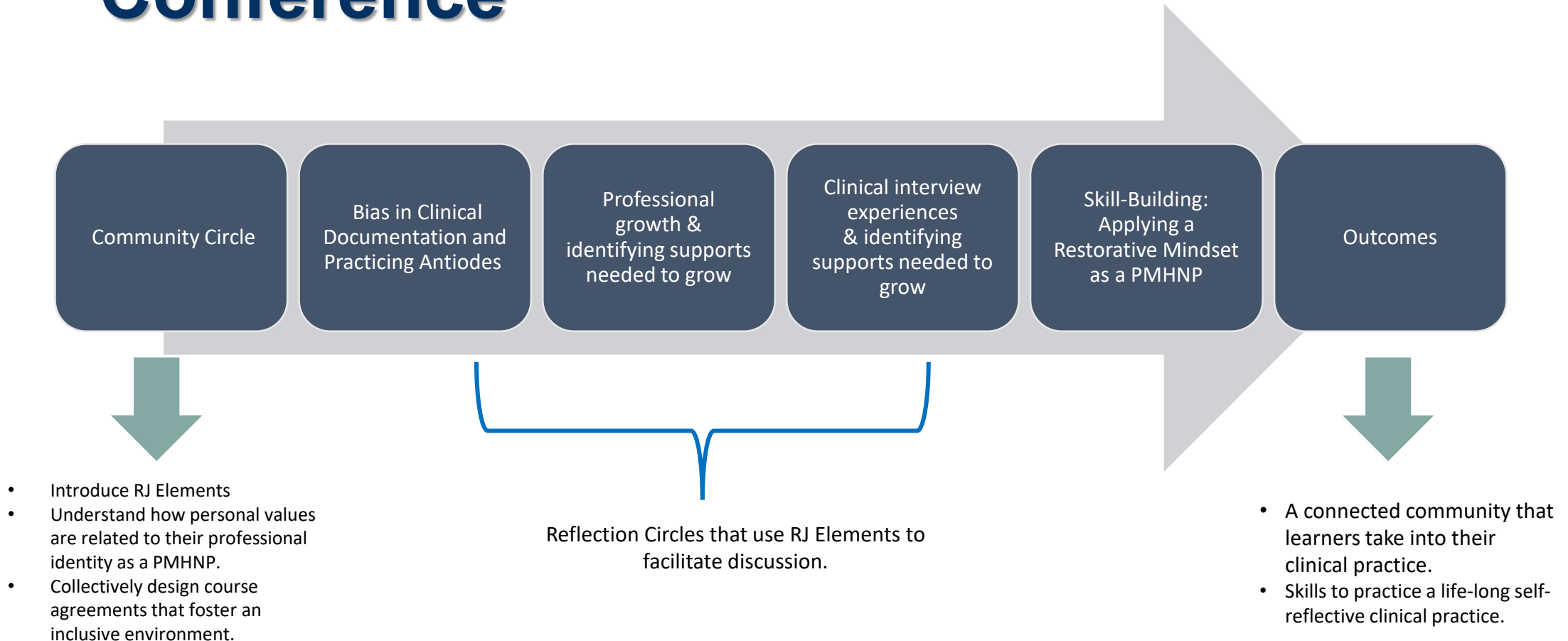
- Adoption of RJ in Nursing education first, followed by the clinical setting (Hutchinson, 2009)
- Oath "first, do no harm," sadly, harm still occurs in healthcare (Flores, 2022)
- As we take on a restorative mindset we begin to think of doing *with* instead of to for both our colleagues and our patients
- Finding strategies to discuss and address the structural and systemic barriers impacting patients is critical to creating a trauma informed, self-reflective practice.
- As we reflect on our own practice and engage in difficult conversations we can grow as clinicians and as a community



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Lessons Learned from Restorative Justice at UCSF (PMHNP)

Integration of RJP in Clinical Case Conference



Kindness

Kindness is an act or quality of action that conveys, in subtle and sometimes obvious ways, respect for the dignity of another person. Even if there is no intention to have a long-term relationship, when a person experiences kindness, they experience affirmation of their presence at that moment in that space (Estrada, Eroy-Reveles, & Matsui, 2018).



*Kindness is an act
that affirms the dignity
of another person.*

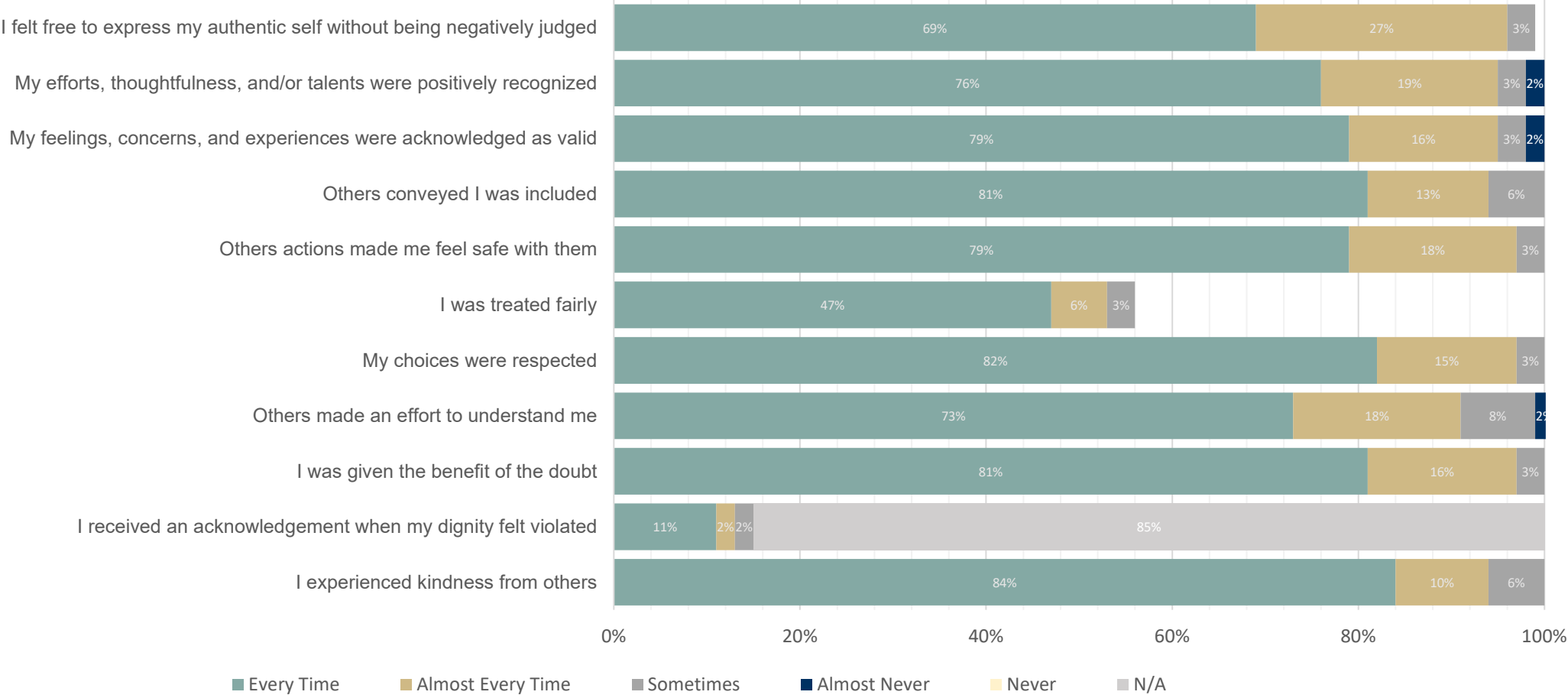
Mica Estrada, Ph.D.
Associate Dean of Diversity, Inclusion and Outreach
School of Nursing

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Kindness Survey Results – Receiving Kindness

Participants Surveyed: **118*** | Survey response rate: **53% (n=62)**

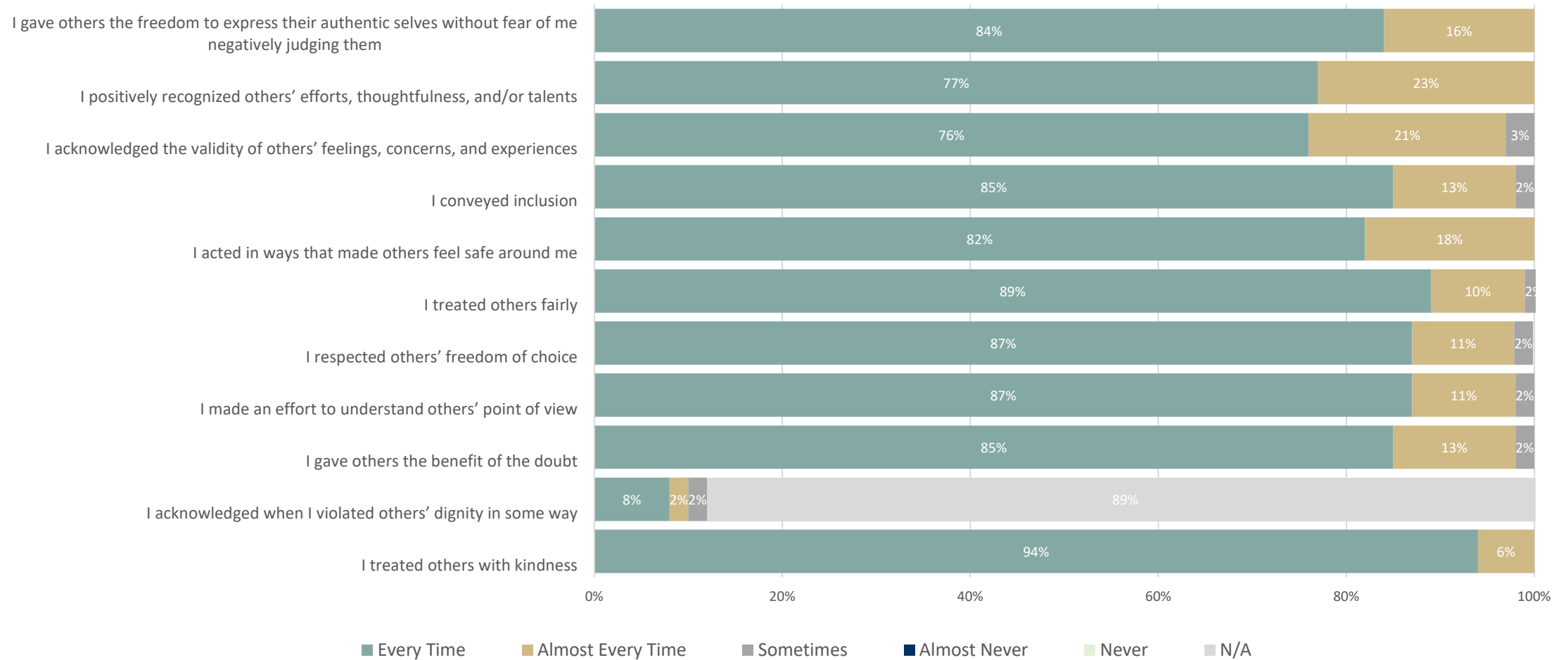
What participants RECEIVED from others



Kindness Survey Results – Giving Kindness

Participants Surveyed: **118*** | Survey response rate: **53% (n=62)**

What participants indicated they GAVE to others



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Questions



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