

Promoting a Collaborative Approach in Treating Veterans Without Stable Housing Teaching Strategy

Overview of Teaching Strategy

People who are unhoused may sleep in sheltered locations, such as emergency shelters or transitional housing programs, or in unsheltered locations, such as living in vehicles or on the streets. This teaching strategy helps students better understand an unhoused person's evaluation of the risks and benefits of being unhoused in sheltered or unsheltered locations. A myths and stigmas activity explores falsehoods about lacking stable shelter, allowing students to reflect on why people are unhoused and explore how to maintain independence and dignity for an unhoused person. A motivational interviewing activity provides students with the opportunity to develop a care plan for a Vietnam War veteran without stable housing. Effective communication techniques are emphasized.

Download All Files for This Teaching Strategy

- [Butch Sampson monologue](#)
- [Butch Sampson monologue script](#)
- [Dispelling Myths and Reducing Stigma Related to Unhoused People slides](#)
- [Motivational Interview with Butch Sampson slides](#)

Learning Objectives

Students will:

- Explore and dispel myths associated with people who are unhoused
- Explore their own feelings toward people who lack stable shelter and reflect on their own feelings about their own right to independence
- Assess identified expectations of both the patient and health care team in the context of client functioning
- Utilize a motivational interviewing approach to collaboratively plan care based on the patient's needs

Learner Prework

Listen to the Butch Sampson monologue or read the script. Ask students to consider the following questions to understand Butch's life experience more fully.

- What social determinants of health are influencing Butch's situation?
- What are Butch's expectations of seeking help for his foot?
- What is the health care team's expectation of caring for Butch?
- Is Butch's housing situation compromising his health situation? If so, how?
- Do you foresee Butch's independence being compromised?
- What do you see as the priorities in caring for Butch?
- How do you feel about Butch's resistance to "do-gooders"?
- How is Butch's vague paranoia contributing to any health concerns?
- Does Butch fit the criteria for schizophrenia or any other psychiatric diagnosis?
- How is Butch's need for independence highlighted in the monologue?

Suggested Learning Activities

1. The Dispelling Myths and Reducing Stigmas Related to Unhoused People exercise allows students to explore their own feelings about patients like Butch. The Dispelling Myths and Reducing Stigmas slides can be used with an audience response system such as Mentimeter or Poll Everywhere. Audience response systems allow students to anonymously respond to prompts using their cell phones. The slides include speaker notes to encourage rich discussions in the classroom. The questions in this activity are as follows:

- **Most people who are unhoused have put themselves in that situation.**
 - a. I totally agree.
 - b. I agree with most cases.
 - c. Sometimes this is the case.
 - d. I totally disagree.
- **Being unhoused may be a better alternative to living in a home with rules.**
 - a. I can't imagine that anybody feels this way.
 - b. This may be true depending on the rules.
 - c. In rare cases this may be the case.
 - d. I believe this is the case with many people.

- **People who are unhoused are lazy and need to get a job.**
 - a. This would solve their problem.
 - b. There are many factors that contribute to a lack of stable housing.
 - c. People who work can still be unhoused.
 - d. Most people who are unhoused are unable to get a job.

 - **There is a higher percentage of unhoused individuals among:**
 - a. Veterans
 - b. People experiencing mental health issues
 - c. Middle aged people
 - d. People with substance use disorder

 - **I will never be unhoused.**
 - a. I can't imagine a situation where this would happen to me.
 - b. Never say never...this could happen.
 - c. I know how to access resources to prevent this.
 - d. I have been without stable housing.

 - **My independence is:**
 - a. Not that big of a deal for me.
 - b. Fairly important to my well-being.
 - c. A significant part of who I am.
 - d. Not something that I can control.
2. Have students review motivational interview resources such as [Motivational Interviewing: Linking Behaviors](#) (4:14 video) or [3 Motivational interviewing Core Skills in Action](#) (13:43 video). Ask students to reflect on Butch's monologue. How could they use a motivational interview approach to collaborate with him on optimizing his health? How could they start a conversation with Butch about his living situation using this approach? The Motivational Interview with Butch Sampson slides contain prompts that can be used as part of a class discussion or can be assigned in groups for students to process.

Suggested Reading

Muhrer, J. (2012). Making evidence-based health care relevant for patients. *The Journal for Nurse Practitioners*, 8(1), 51-55. doi:10.1016/j.nurpra.2011.07.026

Östlund, A., Wadensten, B., Kristofferzon, M., & Häggström, E. (2015). Motivational interviewing: Experiences of primary care nurses trained in the method. *Nurse Education in Practice*, 15(2), 111-118. doi:10.1016/j.nepr.2014.11.005

Wynn, S. D., Sherrod, R. A., & Oliver, J. S. (2011). Caring for veterans in rural areas: Psychiatric nurses must seek out local resources. *Journal of Psychosocial Nursing & Mental Health Services*, 49(7), 10-11. doi:10.3928/02793695-20110609-03

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