Auditory hallucination simulation experience:
Impact on students' assessment skills and capacity
to empathize with psychotic patients®

Dr. Nancy Meierdierks Bowllan EdD, CNS, RN
Associate Professor, Wegmans School of Nursing
St. John Fisher College
&
Mary Timm MSN, RN
Nurse Educator, Rochester Psychiatric Center
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Introduction & Overview
- Presenters
- Relationship of presentation to current practice
- Impetus for developing a mental health simulation
  lab in an undergraduate baccalaureate nursing
  curriculum
Learning objectives

1. Identify 3 learning outcomes achieved by the use of mental health simulation for nursing students and/or novice psychiatric nurses.
2. Describe how an auditory simulation clinical lab can significantly improve nursing student’s capacity to empathize with psychotic patients.
3. Define strategies to engage students and/or novice psychiatric nurses in an effective debriefing process following a simulation experience.

Literature Review

"Application of simulation technology in psychiatric mental health nursing education." (Brown, 2008)

Simulation: “the artificial representation of a phenomenon or activity that allows participants to experience a realistic situation without real world risks.”

- Review the use of simulation in education, to develop and implement innovative simulation techniques for undergraduate psychiatric mental health nursing courses.
- Increases the student’s confidence and competence in a safer setting.
- Enhances therapeutic communication techniques, assessment and nursing interventions.
- Accommodates different learning styles.
"The simulation of hallucinations to reduce the stigma of schizophrenia: A systematic review." (Ando, et al., 2011)

- Simulation tools varied in context but consistently increased empathy towards, and desire for social distance from, people with schizophrenia.
- Participants reported physical, cognitive and emotional discomfort.
- Qualitative data suggest that these discomforts give participants an 'insider’s perspective' which produced empathy and respect.

**Ten Key Concepts**
(Ando, Clement, Batley, Thornicroft, 2011)

- Cognitive impairment
- Emotional discomfort
- Physical discomfort
- Poor functioning on task strategies
- Insider’s perspective
- Generation of empathy
- Changed attitudes towards people who hear voices
- Anticipated effect on care
- Support for simulation as an educational tool.

"Enhancing Intellectual Empathy: The Lived Experience of Voice Simulation" (Dearing & Steadman, 2009)

- An experimental group was introduced to a voice simulation exercise (VSE) by Patricia Deegan PhD to assess the VSE effect on their ability to relate to patients with audio hallucinations.
- Dr. Deegan developed VSE in 2004 - a 45-minute audio taped presentation that simulates the experience of hearing distressing voices.
Major Categories that Emerged from Analysis
(Dearing & Steadman, 2009)

1. Participants experienced heightened emotions in the category of intense feelings. As the simulation continued, feelings of anger, vulnerability, and fear became more overwhelming.

2. The ability of the participants to maintain focus regarding cognitive processes began to deteriorate with the constant hearing of noise, whispers, and voices, which can be summarized as incoherent thinking.

3. Hassled Being was described as experiencing feelings of exhaustion and being physically drained and unable to cope.

4. Intellectual Knowing was described as a sense of insight about what hearing voices must be like for people with mental illness and feel empathy.

Literature review - Findings

- The research on auditory hallucination simulation is limited.
- An initial literature review found 12 articles and only 3 that addressed the effect of auditory hallucination simulation on psychiatric nurses.
- The evidence on attitudes was inconsistent. While most studies report an increase in empathy, there is little research on how this translates into behavior.

Simulation Lab

- Content
  - Development of CD – Considerations
  - Incorporation of progressive muscle relaxation/visual imagery exercise
  - Importance of anticipatory guidance
  - Integration of clinically based interactive activities to simulate patients experience during hospitalization

- Voice demonstration
Simulation lab

- Process
  - Placement within semester
  - Timing and assignment of clinical faculty
  - Transitioning to stations
  - Decision to remain in room
  - Use of mp3 players vs. laptops
  - Maximum student capacity for learning experience
  - Interactive exercise for other students

Evaluation

- Review of CD by 9 seasoned nursing clinical faculty representing over 250 years of experience for validity
- Individual Self-reflection questionnaire completed by students
- Debriefing process facilitated by faculty
- Review of comments re: simulation in final course evaluation

Questions to Guide Debriefing

1. Describe what your experience was while hearing the voices.
2. Was it like or unlike what you expected?
3. How did this simulation affect your ability to do the activities
4. Did you have a difficult time relating to people or focusing on what was said during simulation?
5. Did you have a distorted sense of time?
6. Did you feel at any time like you wanted to stop the exercise because of an increase in distress/discomfort?
Voice of students

- Wegmans School of Nursing, St. John Fisher College
- Fall, 2011 – Fall, 2012 – Total: 223 students
- Video clip
- Written comments

Voice of Novice Psychiatric Nurses

- Auditory Hallucination simulation lab
- Evaluations-Psych RN Orientation - October 31, 2012
- 10 psychiatric nurses

Instructions:
Please complete the following statements by selecting the letter that describes your rating.

A = Excellent
B = Good
C = Average
D = Fair
E = Poor

SPEAKER/CLASS EVALUATION: Auditory Hallucination Simulation Exercise

1. To what extent was the speaker(s) for each presentation knowledgeable, organized and effective in the presentation?

Speaker's name: Nancy Meierdierks Bowllan, EdD, CNS, RN

10

2. To what extent did the content relate to the overall program objectives?

10

3. To what extent were the teaching methods and aids appropriate and used effectively?

10

Comments/Feedback:
- Very effective at educating, interactive and very eye opening. I feel it’s very important to have this experience.
- Excellent exercise to increase awareness of auditory hallucinations.
- This may have been the most useful piece of psych orientation thus far! Please continue to do this exercise and utilize it with nursing students.
- Great simulation!
- Tremendous simulation! Wow! Definitely keep that. Nancy’s energy was incredible. Wake me up at this late time of day. 😊
- It allowed us to capture the experience of psychosis.
- If anyone actually heard voices in this group, they would be very uncomfortable. But it was a great experience.
- Instructions on tape and in person were lengthy and redundant. Excellent learning tool.
Findings

- Increase capacity to empathize as evidenced by:
  - Decrease stigma towards mentally ill
  - Increase compassion
- Increase capacity to critically think beyond “do you hear voices?” as evidenced by:
  - Depth of questions to be asked in assessment
  - Psychosocial/emotional impact on the patient
  - Consideration for therapeutic process to engage the patient
    - Tone of voice, speed of dialogue, repetition, clear concise simple instructions, personal space, time to respond
    - Impact on development of trust and health teaching secondary to the impact of voices on patients ability to retain information, filter distractions, focus on dialogue, maintain eye contact, interpret reality

Implications for Education

- Significant barriers to mental health clinical experiences
- Multiple educational institutions accessing minimal mental health clinical sites
- Availability of seasoned mental health clinicians
- Nursing staffs’ attitudes towards embracing teaching students
- Acuity issues on units can interfere with ability to engage in more in depth patient dialogue and assessments

Considerations

- Simulation provides an interactive, innovative learning opportunity for students to explore the “lived experience” of patients who experience auditory hallucinations.
- Debriefing provides a controlled, safe environment for students to explore insights gained through interactive simulation.
- Simulation requires significant faculty resources to effectively engage students in lab and debriefing process.
Implications for practice

- Incorporation into orientation process
- Competency assessment
- Team building – shared dialogue

Open Discussion

- Questions/comments
- Others experiences with simulation
- Realities & Challenges to incorporating simulation into curriculum

References

References


