Hearing Voices: Evaluating the efficacy of a six second simulation

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Dr. Marshall has no conflicts to disclose.

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• Their help in the pilot evaluation using ATLAS ti7 was enormous.
Expectations

Objectives

• At the end of this presentation the participant will be able to:
  – Discuss the foundations of Deep Learning
  – Identify barriers of student interest in psychiatric nursing
  – Explain importance of evaluating teaching strategies that increase empathy and decrease stigmatization of psychiatric nursing and our clients.
  – Discuss the impact of a six second simulation on five themes as identified by descriptive evaluation (Atlas ti-7) of 82 self-reflections.

Old Educational Paradigm

Welcome to Hell
presented by Satan
### Nursing Education

- For more than 25 years educators and researchers have proposed that it is the pedagogical approach and assessment of learning that promotes knowledge gains (Clark, 1983; Draper, 2001).
- Nursing requires a strong scientific foundation and the capacity to bridge knowledge to evidence based decision making.
- Historically nursing education has been provided through lectures and clinical experiences, with assessment taking the form of examinations, presentations, and clinical observation.

### Newer Paradigm: Deep Learning

Newer Paradigm: Deep Learning

### Undergraduate Nurses

- Psychiatric nurse practitioners represent only 2.9% of all nurse practitioner, even though it is projected that mental illness will be the leading cause of morbidity in the next ten years.
- Undergraduate nurses, on their psychiatric rotation, enter our field with many media-fed, strong misconceptions about our hospitals, our consumers and our roles as Psychiatric Nurses.
An environment that presents threat increases the amygdala response

- The threat does not have to be real, only perceived.
- It does not have to occur suddenly.
- Environments have their own emotional make up, and the people in the environments affect the group response.

Theoretical Framework

- Mezirow’s (1981) transformational learning focusing on experience, critical reflection and rational discussion in education

Deep Learning and Empathetic Responses

- Increase understanding of the life of a person with mental illness.
- Increase the student’s understanding of the ability of medications to control symptoms, just as insulin can control diabetes if taken properly.
- Knowledge alone does not change behaviors or beliefs.
- Experiences that causes emotional dissonence
Method

• Over a three year period (2010 – 2013) over 200 undergraduate nursing students engaged in six second “hearing voices” simulations during introductory Mental Health Classes.
• 80 anonymous, self-reflective papers were analyzed using ATLAS ti 7 software to identify common recurring themes.

Data analysis

• Qualitative evaluation of self-reflections post Hearing Voices Simulation
  – Qualitative Evaluation conducted with Atlas ti-7
  – Pilot study undertaken where three evaluators (Dr. Marshall, Dr. Bliss and Mrs. Dukhan) discussed and identified five themes to be identified in 10 student self-reflections. Evaluations were done independently, then results compared establishing theme identification reliability.
  – Qualitative and quantitative descriptive data on 82 self-reflections then analyzed and reported.

6 second, low fidelity Simulation

• Hearing Voices: The experience
• Requirements:
  – An experienced instructor:
    • Preferably APN
    • Experience in evaluating panic response
  – Three volunteers for voices
  – One volunteer student for the simulation
  – Five chairs
Self-Reflections

- Each simulation done in class requires that the student writes a self-reflection that:
  - Explains what the simulation is
  - Describes what the student thought would happen.
  - Describes what actually happened.
  - Reflects upon what kind of change in thinking or practice (if any) occurred by participating in the experiment.

Research Questions

- Does the six second hearing voices simulation and self-reflection increase empathy, a better understanding of the auditory hallucinations of schizophrenic patients, the development of insight in the novice undergraduate student?
- Does the undergraduate nursing student think that this experience was valuable?

Results

- N = 82
- All students third year in William Paterson Undergraduate Nursing Program.
- Male/ Female
- Ages and other identifiers not available.
Results

• Themes:
  – Insight
  – Knowledge
  – Empathy
  – Professional commitment to engage in therapeutic communication techniques
  – Valuable experience

Discussion

• Students reported
  – Increased empathy for the schizophrenic patient hearing auditory hallucinations (AH).
  – Increased knowledge and interest in auditory and visual hallucinations.
  – Increased insight into the experience of the psychotic patient.
  – A deeper understanding of the stress and anxiety related to (AH) by the schizophrenic patient.
  – Increased professional determination to utilize therapeutic engagement.
  – This short experience as one of the most important experiences during their clinical training.

Future Implications

• Developing short, effective, experiential learning simulations for psychiatric mental health education that exposes students to transformational learning experiences, which increase empathy, professional determination, knowledge, insight and decrease stigma through understanding.
References


