A Toolkit for Innovative Teaching Strategies in Psychiatric Mental Health Nursing

- Grace Saidel Wlasowicz, RN, Ph.D., PMHNP-BC, University of Rochester School of Nursing
- David Sharp, RN, PhD, Louisiana College
- Todd Hastings MS, RN, PhD(c), Misericordia University
- Barbara Buxton, PhD, PMHCNS-BC, RN, University of Scranton
- Arleen Briggs, MSN, RN-BC, APRN
- Undergraduate Subcommittee Group #3

A New Approach to Reflective Journaling

Grace Saidel Wlasowicz, RN, Ph.D., PMHNP-BC
University of Rochester School of Nursing

Conflict of Interest

- The presenters have no conflict of interest to report.

Reflective Journaling/Practice

- A heuristic process which involves a progressive movement from rational-emotive operations to new insights and perspectives (Penny & Lund, 2004).

Reflective Journaling: What is it supposed to accomplish?

- Improve clinical competence
- Develop diagnostic reasoning
- Expand clinical decision-making
- Engage in critical analysis
- Support self-examination

By the end of the session the attendees will be

- Describe various strategies including: reflective journaling, simulation, case studies/problem based learning, movie clips, and lesson planning.
- Compare/contrast different approaches to student centered learning.
- Utilize innovative teaching strategies in future lesson planning.
The Traditional Approach

• Spend the day in clinical
• Tell you what they did
• Report on their patient, the milieu, their thoughts and feelings
• Useful as a communication tool with instructor
• What is this approach lacking?

Kolb’s Experiential Model

Reflective practice: Questions to reflect upon

• What did you learn about psychiatric mental health nursing today?
• What did you learn about psychiatric mental health today?
• What did you learn about care delivery?
• What did you learn about the symptoms of schizophrenia?
• What did you learn about therapeutic communication or the 1:1 relationship?
• What did you learn about psychotropics?
• What did you learn about the therapeutic milieu?
• What did you learn about your role as a student nurse?
• What did you learn about inter professional collaboration?

References

Revision on planning a teaching session

Dr David Sharp

Teaching Plan should include

- Timeline
- Content matched to time line
- Resources required by teacher
- Teaching activity
- Student activity

Example of a lesson plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11am</td>
<td>Class begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:04am</td>
<td>Advance organizer</td>
<td>DVD clip</td>
<td>Show DVD clip 'The Passion of Joan of Arc'</td>
</tr>
<tr>
<td>11:06am</td>
<td>Introduce topic</td>
<td>Welcome class</td>
<td>Talk</td>
</tr>
<tr>
<td>11:08am</td>
<td>Define 'normality'</td>
<td>Explain concepts</td>
<td>Draw diagram on whiteboard</td>
</tr>
<tr>
<td>11:13am</td>
<td>Demographics of schizophrenia</td>
<td>Explain Powerpoint slides</td>
<td>#1-9 Powerpoint slides</td>
</tr>
<tr>
<td>11:18am</td>
<td>Causes of schizophrenia</td>
<td>Explain Powerpoint slides</td>
<td>#10-16 Powerpoint slides</td>
</tr>
<tr>
<td>11:24am</td>
<td>Features of schizophrenia</td>
<td>Explain Powerpoint slides</td>
<td>#17 Powerpoint slides</td>
</tr>
<tr>
<td>11:30am</td>
<td>Symptoms of schizophrenia</td>
<td>Explain Powerpoint slides</td>
<td>#18-22 Powerpoint slides</td>
</tr>
<tr>
<td>11:35am</td>
<td>Forms of schizophrenia</td>
<td>Explain Powerpoint slides</td>
<td>#23-28 Powerpoint slides</td>
</tr>
<tr>
<td>11:40am</td>
<td>Dopamine and treatment issues</td>
<td>Show video clip</td>
<td>'Beautiful Mind' video</td>
</tr>
<tr>
<td>11:52am</td>
<td>Any questions from class</td>
<td>Ask if any question</td>
<td>Provide answers</td>
</tr>
<tr>
<td>12:00am</td>
<td>Summary + Feedback</td>
<td>Summarise session</td>
<td>Talk and explain, listen</td>
</tr>
</tbody>
</table>

Remember...

- Time span for attention is about 13 minutes!
- Need to vary/break up content every 15 minutes
- Using student centered approaches promotes active learning
- You do not have to teach the whole content of a book chapter (students are usually able to read!)
- The teacher should inform and guide the learning process
- Have fun!
Using Movies Teaching PMH Nursing
Dr David Sharp

Can use movie clips to
• Give example of a diagnosis
• Give example of problems faced by a client
• Give examples of approaches to treatment (including historical perspectives)
• Give examples of cultural variables in PMH
• Give example of societal reaction to PMH problem

Examples of using “Hollywood” movies in class
• Joan of Arc – used to point out how definitions of mental health issues change over time and across cultures. Delusional thinking, auditory hallucinations

Movie clips available from a range of sources
• CD ROMs professionally produced regarding PMH nursing
• Internet based sources
• Documentary films distributed via publishing houses
• Documentary/news programs produced for television
• “Hollywood” movies – produced by the entertainment industry but using PMH content

The Madness of King George
Historical perspectives on the treatment of PMH disorders, the power of physicians in dealing with clients. Porphyria.
12 Monkeys

- Trying to understand the “un-understandability” of PMH problems. Delusional belief systems. Paranoia and aggression

**Movie References**


A Beautiful Mind

Recent movies may be familiar to students. Historical perspectives, insulin therapy. Delusional beliefs. Paranoia, self harm.

**Useful references**


Blog for next edition : http://moviesandmentallllness.blogspot.com


Drama and Role Play: Getting dramatic and going one on one (the original simulation)
Barbara Buxton, PhD, PMH-CNS
and
Todd Hastings, MS, RN

Use of Role Play and Drama Goals for Nurses
- Examine human behavior
- Practice rapport-building with patients
- Practice therapeutic communication skills
- "simulate" the nurse-patient relationship
- Motivational interviewing
- Practice Nursing Process

Why role play and drama?
- To decrease students' fear and anxiety related to those with mental illness
- To increase empathy towards someone with mental illness and develop a bond with the patient
- Students experience a "real life" patient in a controlled setting and practice therapeutic communication skills
- To study behavior with real people
- To practice "reading people"

“Simulate” the nurse-patient relationship
- Role play and drama as good (or better?) than simulation

Role Play Method
- Students pair up and assume roles
  - One student in role of provider
  - One student in role of patient
  - Both can use scripts or ad lib the role based on their basic knowledge of expectations…

Onlookers could be used to critique?

Drama Method
- Recruit a student volunteer to portray the student nurse a week prior to presentation
- Give a brief description of the client that will be the guest
- Encourage the student to read the chapter on the chosen diagnosis (This is everyone's homework, so encourage ALL students to read the chapter!)
For a student:
An Example of a PMH client
– Role Play or Drama

Woman with Schizophrenia:
Your patient is 24 years old with a disheveled appearance; she is quiet and withdrawn, but will interact with you. She appears preoccupied as if she is hearing and seeing things that you aren’t seeing and hearing. She is scared and maybe paranoid as well. She is in the hospital, came in last night, when the police found her in the streets talking to herself and becoming agitated when they approached her. She attempted to strike one of them, so they brought her to the ER and she was admitted to the unit where you work as a 302 admission (involuntary). She didn’t sleep all night. She has layers of clothes on and she smells. She hasn’t bathed in several days. She refused medication when she was admitted and won’t take any from you. You are her assigned nurse and need to spend some time with her.
Hints: know the positive and negative symptoms of schizophrenia. Consider the importance of establishing a trusting, therapeutic relationship with this person, see your textbook regarding working with a person with delusions and hallucinations. You may also want to consider suggestions to help her manage her symptoms. The guest will not be aggressive and her anxiety level will not be real high, so you may be able to spend some time with her and offer her suggestions...we will see how she will respond!

Role Play and Drama...learn to better understand the patient
• Participants get the benefit of clarifying “what to say” when being clinician
• Participants develop a better appreciation for “how it feels” to be the patient
• Challenging psychiatric scenarios with “difficult patients” should be embraced!

(Joyner & Young, 2006)

Drama Presentation
• Faculty will greet students and announce that a “guest” will be joining class that day
• Faculty will leave to greet the “guest” and student volunteer will accompany faculty
• Faculty will dress the part, student will introduce the “guest”, and the drama will begin
• There is no script... “Guest” and student will interact with each other
• Initially the other students may laugh or giggle when drama begins, but they will settle down and watch closely
• Presentation lasts 10 to 15 minutes

Post Presentation
• Come back...definitely come back as yourself
• Begin by asking students what they observed about the “client”
• Work through the nursing process
• Praise the students who assumed roles...point out what they did well in the role play or drama scenario

Role Play Presentation
• Faculty will assign students to the nurse or the client role
• Students will engage in a role play interview for assessing the client “status”, symptoms, and ability to engage in a therapeutic relationship
• Again, there is no script...students will interact with each other for several minutes
• Initially students may find it challenging to seriously assume roles but express how they learn to better assess and care for PMH clients
• Presentation lasts 5-10 min

Let’s do one of each!
Observe the scenario presented and debrief
• Then do role play – you are either a nurse or a patient
• Assume the role! 10 minutes
• What did you learn from both? Benefits…
References


All clip art downloaded from Microsoft PowerPoint program.
Case Studies  
**Problem Solving Learning**

- Provide a story-based situation to which students can pin their classroom learning.
- Any learning need can be included in this activity.
- Students enjoy playing detective in order to solve the situation.
- Contains the need to utilize the Nursing Process
- Care Plans can be developed from case studies.
- Emphasizes the ability to succeed in a safe environment.

- The case study method also incorporates the idea that students can learn from one another "by engaging with each other and with each other’s ideas, by asserting something and then having it questioned, challenged and thrown back at them so that they can reflect on what they hear, and then refine what they say" (Boehrer 1990).

- **Illustrative Case Studies**
- **Exploratory (or pilot) Case Studies**
- **Cumulative Case Studies**
- **Critical Instance Case Studies**
- **Individual Theories**
- **Organizational Theories**
- **Social Theories**

- **Creating Publicity Case Studies**
- Dentist giving patients HIV: Murder by Dental Drill
- Whitney Houston: A Death Day Coming!
- Dan Blocker: Death of a TV Western Pioneer.
- Casey Anthony: Mental Illness or Murder?
- Jodi Arias: Murder or Insanity?
- Pick anything in the news.
- Government: Paranoid Schizophrenia and the Conspiracy Theory with the privacy issues.

- An obvious advantage to this mode of instruction is that it allows students the exposure to settings and contexts that they might not otherwise experience.

- **Resources:**
  - Evolve text books have case studies in each chapter.
  - Evolve has “unfolding case studies” with the text on the web site.
  - [http://writing.colostate.edu/guides/guide.cfm?guideid=60](http://writing.colostate.edu/guides/guide.cfm?guideid=60)
  - APNA has teaching tools on the member bridge.
  - [http://www.nso.com/case-studies/casestudy-article/325.jsp](http://www.nso.com/case-studies/casestudy-article/325.jsp)