

Mental Health Nursing Simulation: Engaging BSN Students With Client Safety in Rapidly Changing Environments

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Objectives

- Examine the significance of incorporating client safety into mental health nursing simulation
- Discuss innovative ways of using *standardized patients* to simulate rapidly changing nursing environments
- Evaluate student learning in therapeutic communication and relationship building and its implications in future nursing practice

Goal

- To engage baccalaureate nursing students' knowledge of client safety by use of empathetic communication with psychiatric/ mental health clients experiencing adverse events under a simulated environment.

Mental Health Nursing Simulation

- Relatively newer form of pedagogy
- Limited literature on effectiveness of mental health simulation on student learning and client safety
- Goal to simulate real life nurse client interactions to prep students with clinical practice

Current Health Care Trends

- Reports of adverse events, including client assault resulting in nurse injury, has doubled in the past few years at several Ontario hospitals. (Ontario Nurses Association, 2015)
- Nursing students are more likely to be faced in adverse situations with clients, including those who are aggressive or suicidal.
- Addressing client safety with students is not only about minimizing the use of restraints or mitigating patient risk of injury to self or others, but assessing changes in client status and emphasizing the therapeutic relationship.

Entry to Practice Considerations for BScN Students

- NCLEX RN©
- CFMHN Standards of Practice (2014)
- Communication using empathetic listening in adverse simulation scenarios with students in a safe environment can promote client safety when transitioning to clinical practice. (Nau et al, 2009)

Teaching Students Predictability in Unpredictable Environments

- Person centred care focus (Peplau)
- Review CNO Standards of Practice and RNAO Best Practice Guidelines
- Students establish learning plan objectives with CFMHN standards
- Assessments skills emphasized
- Case studies and in class discussions

Methods

- 60 students in the accelerated BScN program, who were enrolled in a split psychiatric/mental health and pediatrics nursing course, were selected to complete two simulation scenarios over the course of two lab days:
 - Managing a potentially aggressive client who has been recently admitted to a unit
 - Supporting a depressed older adult in the community

Methods

- A high fidelity SimMan manikin was piloted with the depressed client scenario on the first lab day; however due to its limited effectiveness, a *standardized patient* was replaced in the second lab day.
- The aggressive client scenario utilized a *standardized patient* exclusively.

Mr. D. John



Ms. M. White



Students Feedback

- 55 posttest survey responses were returned.
- 99% rated the mental health simulation useful and effective in skill development for psychiatric/mental health nursing practice.

“The aggressive client was a very eye opening and excellent learning experience. Safety is very important being aware of the (client’s) environment”

Students Experience

“Helped me realize the importance of knowing the client’s history and safety”

“I have encountered two clients so far in my clinical that acted aggressively. This was almost as real as that experience”

Student Outcomes

- Posttest survey respondents found value in mental health simulation as labs enhance their learning in communication and assessment in the clinical setting.
- Therapeutic communication techniques and mental status assessment are transferable in any clinical environment.
- Value in person focused care with simulation as seemingly routine care can quickly change into adverse events with a patient in any clinical environment.
- Students are in a safe environment.

Evaluation

- Limited data on the influence of psychiatric/mental health nursing simulation on client safety and outcomes.
- Simulation methodology can be tricky; *standardized patients* are often the only choice in psychiatric/mental health nursing.
- Additional research is required to study the effectiveness of simulation in psychiatric/mental health nursing on client safety.
- All BScN students, regardless of baccalaureate program, will have opportunity to participate in these simulation scenarios.

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