Sigma’s 30th International Nursing Research Congress
Transforming Stigma Perceptions Among Nursing Students Toward Persons Experiencing Auditory Hallucinations Through Experiential Learning
Dwayne Franklin More, DNP, RN, CNE
Bruce R. Leonard, PhD, RN, FNP-BC, NP-C
School of Nursing, University of Texas Medical Branch, Galveston, TX, USA

Purpose:
Measure the level of bias among 85 nursing students in a pre-licensure BSN program using a modified version of the Medical Condition Regard Scale before and after a simulation designed to expose students to the “hearing voices phenomena.”

Methods:
Quantitative study examining nursing student bias related to caring for patients who experience auditory hallucinations was conducted on October 13, 2016. The application of Kolb’s theoretical model of experiential learning and the use of Pat Deegan’s curriculum and learning tool, “Hearing voices that are distressing” was used for the measurement of biases and the application of a new and reflective situation. The theoretical framework for this study was based on Kolb’s Learning Theory (Harrop, Casey, and Shelton 2018). The theory reflects the concepts that adults learn by being open to new experiences, have the skills to observe and reflect on experiences, are able to analyze what has been observed, and to discern if what they had learned had usability in their practice. The study began by exposing the students to a learning tool designed by Deegan titled: “Hearing voices that are distressing.” This tool was recognized as a valid learning strategy in several scholarly works, including a dissertation by Strozier (2018) that analyzed the relationship between the hearing distressing voices simulation and changes in empathy among Masters’ Students in Counseling. The MCRS evaluation tool was administered before the students listened to the videos and went through the simulation stations while they were hearing voices via Mp3 player, as suggested by Deegan. After these exercises, they were again given the MCRS evaluation tool.

Results:
A chi-square analysis will be used to detect biases in eleven responses of the MCRS showing significant changes in student perceptions towards patients who hear voices from the pre- and post-interventions.

Conclusion:
Happell and Gaskin (2013) recognized education is needed to reduce the stigmatization of client’s with mental health issues. Part of that education should be simulation activities. Moran, Wunderlich and Rubbelke (2018) found “National and international organizations have developed to advance and endorse simulation in healthcare. Nursing research has provided evidence that simulation contributes to student learning.” (p. 1). Allowing students to experience the hearing voices stimuli while carrying everyday tasks may diminish their biases toward these persons by increasing their level of empathy toward these individuals. Introducing students to these phenomena early in their nursing education can help equip them with therapeutic strategies while work with persons who experience hearing voices. Part of those strategies involve first reducing the students’ biases.
Title:
Transforming Stigma Perceptions Among Nursing Students Toward Persons Experiencing Auditory Hallucinations Through Experiential Learning

Keywords:
Auditory Hallucinations, Nursing Students and Simulation

References:
Strozier, J. (2018). The relationship between the hearing voices simulation and changes in empathy among Master’s students in counseling University of New Orleans Theses and Dissertations. 2496 Retrieved from: https://scholarworks.uno.edu/td/2496

Abstract Summary:
Measure the level of bias among pre-licensure nursing students enrolled in a Bachelor of Science program using the Medical Condition Regard Scale to expose said students to the “hearing voices phenomena.”

Content Outline:
Background, Specific Aim, Study Design, Methodology, Results, Limitations, and Implications for Nursing Education

First Primary Presenting Author
Primary Presenting Author
Dwayne Franklin More, DNP, RN, CNE
University of Texas Medical Branch
Author Summary: Dr. Dwayne More has been an educator in undergraduate nursing for the past ten years. Many of those years included using simulation as a tool to educate students. His interest lies in understanding students’ attitudes and bias’s toward those persons who experience hearing voices, as well as educating students about various mental health disease processes.

Second Author
Bruce R. Leonard, PhD, RN, FNP-BC, NP-C
University of Texas Medical Branch
School of Nursing
Professor
Galveston TX
USA

Author Summary: Dr. Leonard has been faculty in both graduate and undergraduate programs. He is an author of several articles related to the clinical management of hypertension and COPD along with book chapters is in community health nursing. He has presented at numerous national conferences on the pedagogy of Team-Based Learning in on-line learning formats for Nurse Practitioner Students to improve learning outcomes.