

Mental Health Stigma Reduction Through Simulated Professional Practice

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What We Know

- Mental health care is one of the most **negatively perceived** domains of practice by nursing students (Happell & Gaskin, 2013)
- Simulation can assist students in learning the task-based components of mental health care (Bartlett & Butson, 2015; Doolen, et al., 2014)
- Mental health professional practice in “real world” environments **reduces stigma** of students towards people experiencing mental health challenges (Galletly & Burton, 2011)



Context

- Increasing demand for simulated professional practice experiences in health care curricula
 - Class sizes; Pressures on hospital environments
- In defense of simulation: High quality, professional simulation



What We Don't Know

- Does exposure to standardized patients acting out mental health challenges lead to stigma reduction?



Methodology

- Quasi-experimental, mixed methods
- Case: Compressed program nursing students
- Control: 4-year program nursing students
- Pre- and post-test
- Qualitative interviews



Tools

- Attitudes towards Mental Illness Questionnaire (AMIQ) & 15-item modified version of the Perceived Stigma Questionnaire (PSQ)
- Qualitative interview guide



Sample

- Quan Pre: 44 case
- Quan Pre: 79 control
- Quan Post: 43 case
- Quan Post: 49 control
- Qual: 8 mixed



Results

	Case	Control	Range
Pre Ad	18.4	18.9	5-25
Pre MH	32.1	30.8	15-75
Pre Comb	50.5	49.7	20-100
Post Ad	16.6	18.4	5-25
Post MH	28.6	30.3	15-75
Post Comb	45.2	48.7	20-100



Results - Themes

Positive:

- Safety in Simulation
- Nursing Students are Open-Minded

Negative:

- Societal Boundaries
- Universality of Mental Health Challenges



Discussion

- Simulation creates a statistically significant reduction in measured mental health stigma among nursing students
- Students' perceptions on the value of mental health simulations are mixed

Questions

