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# Enhancing Mental Health Nursing Practice Through Leadership Development in Undergraduate Nursing Students Using Standardized Patients

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This project was supported by a Maryland Higher Education Commission Nurse Support II grant under the auspices of Health Services Cost Review Commission (HSCRC)

The authors disclose no conflict of interest.

- Identify three leadership skills enhanced using Toolkits in mental health nursing clinical simulation education.
- Discuss the use of standardized patients for educating undergraduate nursing students in concepts of mental health nursing.

To evaluate the effectiveness of utilizing standardized patients to promote leadership skill development in undergraduate nursing students.



How did we  
get here?

- Leadership skills are difficult for novices (ANA, 2016; QSEN, 2014)
- Simulation allows students to practice applying knowledge in a safe environment (Shian et al, 2016; Hermanns et al, 2011)
- SPEs allow students to gain knowledge and reduce anxiety (Haukedal et al, 2018; Sarikoc et al, 2017)

- Toolkit
- Standardized Patient Encounter



## Tool Kit 1B – Student Assignment Title – Interprofessional Collaboration

### Objectives

At the completion of this clinical experience, the student will be able to:

1. Explain the goals of interprofessional care for patients, clients, families and other professionals in mental health settings.
2. Communicate timely, sensitive, instructive feedback to colleagues from other professions, and respond respectfully to feedback from these colleagues.
3. Express professional opinions competently, confidently, and respectfully avoiding discipline specific language.
4. Identify opportunities to enhance the care of mental health patients/clients through the involvement of other health professionals.
5. Examine the role of the nurse as it relates to other professions in the interprofessional team.

### Pre-Assignment Activities

1. Read/Review Chapter 16 in Halter, M. J. (2018). Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach. Elsevier St. Louis: Missouri
2. Read: Elsevier (12/2013). *Interprofessional collaborative practice in healthcare: Getting prepared, preparing to succeed*. Retrieved from [https://www.elsevier.com/data/assets/pdf\\_file/0018/134050/Elsevier-Collaborative-Care-White-Paper-Final\\_June-2016.pdf](https://www.elsevier.com/data/assets/pdf_file/0018/134050/Elsevier-Collaborative-Care-White-Paper-Final_June-2016.pdf)
3. Please review this website and watch 1-2 videos (approx. 1-2 min) presented here that focus on the family perspective. There are other videos on the patient perspective and clinician perspective as well if you chose to review them. <https://www.ptsd.va.gov/apps/aboutface/videos/topics.html?topic=1>

### Video Vignette Client Description

52-year-old Lisa Smith lives with her daughter after returning from deployment in Afghanistan. She experiences anxiety, irritability, and difficulty in social situations. She currently works as a medic; however, she has episodes of poor attendance. She has received some services through the local veteran's affairs center, however, they have limited hours and she has difficulty keeping appointments. She does have a prescription for an anti-depressant and anxiolytic. Mrs. Smith had complaints of no sleep and increased anxiety. She appears tense and jittery. Mrs. Smith and her daughter have arrived in the emergency room for evaluation.

Part 1: Nurse and Social Worker interacts with patient and daughter

Part 2: Team meeting, the morning after admission, for case review and discharge planning

### Assignment

Directions - Watch video vignette and complete the following written assignment. Submit to clinical faculty.

1. Write a one to two-page reflection about your feelings on the use of interprofessional collaboration when working with individuals with mental illness. Include examples (positive or negative) that you have experienced.
2. Answer the following questions:
  - a. What is interprofessional collaboration?
  - b. What is the role of the nurse in interprofessional care of clients with PTSD?
  - c. Discuss in detail the interprofessional interactions that you observed in the vignette. How did this benefit or not benefit the patient/client?
  - d. What are the roles of the individuals on the interprofessional team in the vignette? Are there other professionals you could envision would be good to add to the team?

- Toolkit Development/Revision
  - Leadership Topics
  - Mental Health Disorders
- Implementation/Enhancements

- Anonymous survey data
- Students performance on pre and post Standardized Patient Encounter (SPE) activities



- Rating given by students: Highly effective learning strategy
- Students demonstrated increased understanding and ability in using skills
- Students reported increased self-confidence

## Quantitative

- >90% = challenged me to use critical thinking
- >90% = learn how to use therapeutic communication
- >80% = allowed me to utilize leadership skills

## Qualitative

- Very realistic, felt challenged
- Practicing communication
- Preparing with vignettes
- More SIMS

- Innovative strategies:
  - Complexities of providing holistic care to mental health clients and their families
  - Practicing leadership skills in a safe environment.

- Single Site Study
- 1 Semester of Data
- Lack of reliability/validity data on instrument

- Simulation is beneficial in student learning and development of leadership skills
- There are limited resources in mental health and leadership learning environments.
- Research in this area is scarce; additional studies needed

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# Questions?



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