Creating Student Engagement in Psychiatric Nursing Education for the Next Generation

Jennifer Graber, EdD, APRN, PMHCNS, BC
Disclosure

• The author of this presentation, Jennifer Graber, Assistant Professor at the University of Delaware states that there is no conflict of interest and there was no sponsorship or commercial support given to the author regarding this presentation.
Objectives

1. Discuss nursing student satisfaction related to distance education and face-to-face interaction
2. Identify at least two benefits of distance education in nursing programs
3. Support the integration of innovative strategies when teaching mental health concepts in nursing for the next generation
Words of Wisdom

• I hear, and I forget; I see, and I remember; I do, and I understand.

------Confucius

• You tell me, and I forget. You teach me, and I remember. You involve me, and I learn.

------Benjamin Franklin
## Learning Theory

### Social Learning (Cognitive) Theory
- Albert Bandura suggests people learn from one another
- Behavior, personal, and environmental factors all play a key role in the learning
- Influenced by psychological and environmental determinants as well as self-regulation and role modeling

### Adult learning Theory
- Based on the premise of using active and engaging activities for the student to learn
- Formal/informal settings
- Millennials in the higher education are no different from today’s adult learners
- Involves finding meaning in what is being learned
What is Your Generation?

• Gen Z
  • Mid 1990s - early 2000s

• Millennials
  • 1980 - mid 1990s

• Gen X
  • 1960s to 1980

• Baby Boomers
  • 1940s to 1960
Active Learning in Psychiatric Nursing

• Improved student outcomes occur when students are actively involved in thinking about what they do
• Demonstrates positive effects on problem solving, critical thinking, and persistence in college students
• Psychiatric Mental Health Nursing is essential since it overlaps every aspect of care in any setting
  – Do nursing students enter psychiatric mental health nursing?
• Variety of variables that contribute to nursing students’ attitudes toward mental health nursing
Purpose

• Examine student learning styles and student outcomes in a psychiatric mental health nursing course

• Describe innovative teaching strategic to engage students and incorporate their many learning styles
Methods

• Quasi-experimental, posttest design
• University IRB approval
• Both groups received a 30-minute PowerPoint© on a variety of therapeutic crisis management techniques
• SPSS (version 20) used for all analysis
• Descriptive statistics to characterize the sample
• T-test was used to analyze the difference between the two groups to evaluate test grades, course grades, GPA, and satisfaction
Participants

- Convenience sample of pre-licensure students who had successfully completed at least two semesters.
- Students self selected teaching modality: face-to-face interaction or distance education.
- 110 participants enrolled over two semesters
  - Face-to-face interaction (n = 63)
  - Distance education (n = 47)
- Ages 18-59 with over half (59%) between 18-29 years old.
- Mostly female (85%) and Caucasian (79%).
## Results

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<th>Distance</th>
<th>T-Test</th>
<th>DF</th>
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<table>
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<td>0 (0.0)</td>
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Participant Learning Styles

Learning Styles

- Tactile: 1.8
- Auditory: 1.8
- Visual: 6.4
- Tactile & Visual: 32.7
- Tactile 7 Auditory: 8.2
- Visual & Auditory: 42.7
- Other: 6.4
Study Conclusion and Implications

• Student teaching preference modality did not impact the overall test grade

• No statistical difference in overall GPA and overall course grade were not statistically significant
  – Suggests that providing face-to-face interaction and distance education do not affect student outcomes or their level of satisfaction

• Nursing faculty understanding student’s learning styles will help develop effective methods to teaching therapeutic crisis management techniques

• More research needed using a larger national sample
Strategies for Teaching

• “Sage on the stage”
  • Old way of didactic teaching using a PowerPoint© in front of the classroom is no longer beneficial to student education

• “Guide on the side”
  • Lectures are no more than 15 to 20 minutes in duration before the students are broken up into small groups for discussion and teamwork building exercises

• “Meddler in the middle”
  • involves the student and instructor as co-creators of the learning environment, where both parties share input and feedback
Incorporating Simulation

• Creates an environment that meets diverse student learning style needs

• Simulation experiences: enhance student engagement
  – Simulated Voices
  – Physical Restraints
  – Delirium Tremens
  – Simulated Patients

• Goals
  – Facilitate students’ ability to internalize learning experiences
  – Provide empathic nursing care to patients with alterations in neurobiological functioning
Simulated Voices

• Provides realistic experience to students
• Students complete tasks while the voices are talking
• Students self report and gain an understanding and empathy for those who hear voices
• Different programs for simulated voices:
  – Pat Deegan PhD: “Hearing Voices That Are Distressing.”
  – NAMI Finger Lakes: “Cruel Voices”, “Visit to the Pharmacy”
    • Gives users a realistic recording of what voices sound like.
    • Gives a scenario of going to the pharmacy while having ideas of reference and paranoia
Summary

• Technology and distance education is the future in nursing schools
  – Faculty shortages
  – Lack of clinical sites
  – Decreased psychiatric mental health nursing
• Nurse educators strive for efficacious curricula to produce quality nurses
• Continued research to evaluate the effectiveness of varying teaching modalities, student engagement/satisfaction, and learning styles
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