



# The impact of using standardized patients in psychiatric cases on the levels of motivation and perceived learning of the nursing students☆

Gamze Sarikoc<sup>a,\*</sup>, Celale Tangul Ozcan<sup>b</sup>, Melih Elcin<sup>c</sup>

<sup>a</sup> Educational Coordination Unit, Health Sciences University Gulhane Education and Research Hospital, Ankara, Turkey

<sup>b</sup> Department of Nursing, Istanbul Yeniuzayil University Faculty of Health Sciences, Istanbul, Turkey

<sup>c</sup> Department of Medical Education and Informatics, Hacettepe University Faculty of Medicine, Ankara, Turkey

## ARTICLE INFO

### Article history:

Received 3 June 2016

Received in revised form 9 December 2016

Accepted 3 January 2017

### Keywords:

Psychiatric nursing  
Undergraduate education  
Standardized patients

## ABSTRACT

**Background:** The use of standardized patients is not very common in psychiatric nursing education and there has been no study conducted in Turkey.

**Aim:** This study evaluated the impact of using standardized patients in psychiatric cases on the levels of motivation and perceived learning of the nursing students.

**Design:** This manuscript addressed the quantitative aspect of a doctoral thesis study in which both quantitative and qualitative methods were used. A pre-test and post-test were employed in the quantitative analysis in a randomized and controlled study design.

**Results:** The motivation scores, and interim and post-test scores for perceived learning were higher in the experimental group compared to pre-test scores and the scores of the control group. The students in the experimental group reported that they felt more competent about practical training in clinical psychiatry, as well as in performing interviews with patients having mental problems, and reported less anxiety about performing an interview when compared to students in the control group.

**Conclusion:** It is considered that the inclusion of standardized patient methodology in the nursing education curriculum in order to improve the knowledge level and skills of students would be beneficial in the training of mental health nurses.

© 2017 Elsevier Ltd. All rights reserved.

## 1. Introduction and Background

Psychiatric nursing is a practice area that communication skills are required for the students to develop a therapeutic patient-nurse relationship (Doolen et al., 2014). One of the most important functions of the nursing instructors is to help students recognize themselves, develop awareness in the patient-nurse relationship and effective communication skills prior to experience a psychiatric environment for the first time. It is especially difficult to attain some skills: Being able to recognize the difficulties experienced by the patients, investigating, evaluating and providing training for the psychological and cognitive impairments (Decker et al., 2008; Morton, 1997). Fear and anxiety of communicating with psychiatric patients, and the stigmatization of psychiatric illness are also the obstacles on the road of psychiatric nursing

education (Doolen et al., 2014). The students are not aware of what is expected from them, how to act, or what to do before interacting with an individual with mental health problems (Robinson-Smith et al., 2009).

Role playing, interactive videos, and manikins are the recommended simulation techniques reflecting the reality of the clinical environment that the students can gain problem-solving, decision-making, and critical thinking skills, and learn how to cope with difficult situations (Brown, 2008). The standardized patient (SP) methodology is one of the innovative educational methods in which the instructors act as a facilitator and the student learns in a controlled environment. The technique combines clinical practice with knowledge (Shin et al., 2015; Bland et al., 2011). The students develop self-confidence toward the practice of psychiatric nursing in a safe environment using SPs. The students learn by experiencing how to communicate with individuals suffering from psychiatric illnesses and how to approach patients before coming face-to-face with real patients in the clinic (Choi, 2012). There are studies in the literature reporting that the use of SPs in psychiatric nursing education improves learning and prepares the students for the real clinical environment (Doolen et al., 2014; Robinson-Smith et al., 2009; Choi, 2012; Fay-Hillier et al., 2012). The use of SPs, however,

☆ This manuscript addressed quantitative aspect of a doctoral thesis study in which both quantitative and qualitative methods have been used. Doctoral thesis, which the totality of this study, was presented as an oral presentation in 14th ASPE Annual Conference 14–17 June 2015.

\* Corresponding author.

E-mail addresses: [gsarikoc@gata.edu.tr](mailto:gsarikoc@gata.edu.tr) (G. Sarikoc), [ctozcan@gata.edu.tr](mailto:ctozcan@gata.edu.tr) (C.T. Ozcan), [melcin@hacettepe.edu.tr](mailto:melcin@hacettepe.edu.tr) (M. Elcin).

is not very common to psychiatric nursing education in Turkey, and there have been no studies conducted in Turkey.

This study evaluated the impact of using standardized patients in psychiatric cases on the levels of motivation and perceived learning of the nursing students.

## 2. Methods

### 2.1. Design

This article addressed the quantitative aspects of a doctoral dissertation designed as a randomized and controlled study that gathered both quantitative and qualitative data.

### 2.2. Participants

This study was conducted with 86 third-year nursing students of Gulhane Military Medical Academy School of Nursing in Turkey. The students were simple-randomly assigned to two groups as an experimental group and control group. The assignment was created using a simple randomization method in a computer-assisted fashion using the web page [www.random.org](http://www.random.org). Each student was given a number from one to 86. As a result of computer programme's own choice, the students were divided in two groups. The students in the control group were given the opportunity to participate in the cases with SP methodology after the study.

### 2.3. Current Program in Psychiatric Nursing

The psychiatric nursing was a six weeks clerkship in the third year of a 4-year curriculum in undergraduate nursing education. At the beginning of the clerkship, the students had lectures for four weeks on mental health and illness concepts, mental disorders, signs, symptoms, and etiology of mental disorders, interventional practices in nursing, roles and responsibilities of a mental health nurse and conducting an interview with mentally-impaired individuals. They also had the chance to watch videos of the interviews in psychiatric nursing prior to going to in-patient clinics. They spent two weeks in the clinics for experiencing the real patients, situations and cases guided with their instructors. Additionally, the students had different lectures which were about communication in first year, psychosocial nursing in second and third year.

### 2.4. Intervention and Data Collection (Fig. 1)

After the current theoretical training on psychiatric nursing, all students were asked to complete "Student Information Form", "Motivation Scale" and "Perceived Learning Scale" (pre-test). Then, all students watched the videos focusing on the interviews with 'a patient with depression having suicidal ideation' and 'a patient with hallucinations', and a discussion was conducted.

Forty-three students in the experimental group were invited to have interviews with SPs in two scenarios. They were divided into seven small groups (6 groups with 6 students, and one group with 7 students). The interviews are organised in rotations. After completing the interview, the students were taken into a different classroom in order to prevent interaction with those who have not completed interviews yet. After each interview, the students received oral feedback from the SPs. Two rotational groups of students ( $6 + 6 = 12$  students) who completed the encounters were led to the debriefing session. Four debriefing sessions for each scenario, and totally eight sessions were performed.

After the debriefing sessions of the experimental group, the students in both the experimental and control groups were asked to complete "Motivation Scale", "Perceived Learning Scale" and "Educational Method Evaluation Form" (interim test).

At the end of the psychiatric nursing clerkship, all students completed "Motivation Scale", "Perceived Learning Scale" and "Educational Method Evaluation Form" (post-test).

### 2.5. Scenarios, Learning Guides, and Standardized Patients

We designed two scenarios for the most commonly encountered patient profiles, and those most profoundly caused anxiety in students by obtaining the opinions of three expert instructors in the field of psychiatric nursing. These scenarios included "a patient with depression having suicidal ideation" and "a patient with hallucinations".

We developed the learning guides for those cases after literature search (Doolen et al., 2014; Robinson-Smith et al., 2009; Varcolis and Jordan Halter, 2010, p. 2–20; Gorman and Sultan, 2014; Perlman et al., 2011; Crowe and Carlyle, 2003; Littlejohns et al., 1999) and according to the reviews of four experts (in the field of psychiatric nursing and medical education). SPs in our study were lay people registered to the Standardized Patient Program of the Department of Medical Education and Informatics at Hacettepe University Faculty of Medicine. We trained six SPs for each scenario; a total 12 SPs for the study. They received special training for those scenarios including the objectives of the scenarios, expectations from the nursing students, critical points to be considered during SPs' oral feedback.

The students in the experimental group were also provided with the information about SP methodology, and the facility (Training and Assessment Center, Department of Medical Education and Informatics, Hacettepe University Faculty of Medicine).

### 2.6. Instruments

#### 2.6.1. Student Information Form

We designed the form based on the literature search (Kellecioglu, 1992; McCaughey and Traynor, 2010; Kameg et al., 2013; Berragan, 2013; Gosselin, 2013). The form was developed to gather information about the level of anxiety and self-efficacy of the student to conduct an interview with a mentally compromised individual, and self-preparedness before participating in the clerkship on psychiatric nursing.

#### 2.6.2. Motivation and Learning Strategies Scale (MLSS)

This scale was developed by Pintrich et al. in 1991 (Pintrich et al., 1991) and adapted to Turkish by Büyükoztürk et al. in 2004 (Büyükoztürk et al., 2004). The first part of the scale, "Motivation Scale" (MS) was used in our study. MS was a seven-point Likert-type scale consisting of 31 items in six subdimensions. High scores achieved from a particular subdimension of the scale indicated that the student possessed a high level of that particular characteristic. Subdimensions of the scale included internal target arrangement (ITA), external target arrangement (ETA), task value (TV), control belief related to learning (CBRL), self-efficacy for learning or performing actions (SELP), and test anxiety (TA) (Büyükoztürk et al., 2004).

#### 2.6.3. Perceived Learning Scale (PLS)

The scale was developed by Rovai et al. in 2009 (Rovai et al., 2009) and adapted to Turkish language by Albayrak et al. (2014). The scale was a 7-point Likert-type scale containing 9 items in three dimensions: "Cognitive", "Affective" and "Psychomotor". Items 2 and 7 of the scale were inversely rated and the scores should be summed by inversely while coding those items.

#### 2.6.4. Educational Method Evaluation Form

We designed the form based on the current literature (Kameg et al., 2013; Cam and Engin, 2014; Overstreet, 2009; Ching-Lan Lin et al., 2013; Berragan, 2013; Gosselin, 2013; Dikici and Yariş, 2007; McCallum et al., 2011). The first section of the form contained 13 questions related to self-evaluation and satisfaction of the students with the educational method. The second section of the form contained four

Download English Version:

<https://daneshyari.com/en/article/4940694>

Download Persian Version:

<https://daneshyari.com/article/4940694>

[Daneshyari.com](https://daneshyari.com)