

**Covenant School of Nursing Instructional Module 6  
SIMULATION LEARNING GUIDE**

**Topic: Hearing Voices That Are Distressing**

**Needs Analysis Documentation**

- Students have limited exposure to assist in the care of patients experiencing acute or chronic psychiatric illnesses due to the limited clinical days in the Behavioral Health Units & community sites due to Covid restrictions

**Learning Goals/Outcomes**

Upon completion of this simulation learning activity, you will be able to:

- Experience what it might be like to hear voices that are distressing while performing routine activities such as computation, reading, communicating with others
- Discuss the experience of hearing voices and how it affects your ability to think and process information
- Identify how the HVD simulation experience is like a lived experience of voice-hearing
- Reflect on how the HVD simulation experience could influence your therapeutic interactions with people who hear voices
- Discuss the communication and other interpersonal skills that you could use when interacting with people who hear voices
- Discuss the relationship between empathy, person-centered care and therapeutic communication for people who hear voices
- Discuss the implications regarding safety for persons who have voice-hearing experiences
- Reflect on how your own experiences, perspectives and biases might influence the care provided to people who hear voices

**Pre-Simulation Learning Activity Preparation**

No preparation required

**Simulation Learning Activities**

Simulation Activities:

Time Allotted	Activity
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15 minutes	Pre-briefing
60 minutes	View video: Hearing Voices that are Distressing
60 minutes	Perform table-top activities included in the program while simulating hearing voices. Included in these activities are to read the article and answer the quiz: How Do We Prevent Nurse Suicide?  <a href="https://www.myamericannurse.com/nurse-suicide-prevention-starts-with-crisis-intervention/">https://www.myamericannurse.com/nurse-suicide-prevention-starts-with-crisis-intervention/</a>
30 minutes	Perform patient teaching for a medication. Two students will be assigned either the role of the nurse or the role of the patient and each will continue the simulation of hearing voices
15 minutes	Debriefing
<b>Time Allotted</b>	<b>Out of Classroom/Online Activity</b>
30 minutes	Guided Reflection Questions
<p><b>Yellow highlighted</b> areas are calculated as double time but are reflected on Learning Guide as real time for scheduling purposes. <b>Classroom time: 3 hours      Clinical Time: 5.5 hours</b></p>	
<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Observation in clinical setting</li> <li>Exams</li> <li>HESI Mental Health Assessment</li> <li>Reflective Journal</li> <li>Guided Reflection Questions</li> </ul>	

<b><i>Texas DEC's</i></b>	<b><i>QSEN Competencies</i></b>
<ul style="list-style-type: none"> <li>• Member of profession</li> <li>• Provider of patient-centered care</li> <li>• Patient safety advocate</li> <li>• Knowledge</li> <li>• Clinical judgement and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Patient Centered Care</li> <li>• Evidence Based Practice</li> <li>• Safety</li> </ul>
<b><i>IM Student Learning Outcomes</i></b>	<b><i>NCLEX Test Plan</i></b>
<p style="text-align: center;">1-8</p>	<ul style="list-style-type: none"> <li>• Safe &amp; Effective Care Environment</li> <li>• Health Promotion &amp; Maintenance</li> <li>• Psychosocial Integrity</li> <li>• Physiological Integrity</li> </ul>
<b><i>Concepts</i></b>	
<ul style="list-style-type: none"> <li>• Comfort</li> <li>• Coping</li> <li>• Interpersonal Relationships</li> <li>• Clinical Judgment</li> <li>• Communication</li> <li>• Patient Education</li> <li>• Professionalism</li> <li>• Evidence Base Practice</li> <li>• Patient-centered care</li> <li>• Safety</li> </ul>	
<p><b><i>Date originated: 1/10/2021</i></b>  <b><i>R. Powers, MSN, RN-BC</i></b></p>	<p><b><i>Revision Dates:</i></b></p>

