Interactive Learning Course:
Psychiatric Mental Health Nursing

Psychiatric Mental Health Nursing focuses on role development of the professional nurse who provides care to clients experiencing behavioral and psychological problems in a variety of psychiatric settings. Experiences over two years have shown the value of the pedagogical shift of “flipping the classroom” as an effective strategy in preparing students for didactic and clinical experiences. This course was redesigned by course faculty, administrators, simulation and information technology, Office of Educational Excellence, and clinical agency personnel to exemplify the engaged, flipped classroom approach. Faculty-developed scaffolding for deployment of the approach consisted of pre-class design and development of 3 modules: Preparation for Class, In Class Work, and Wisdom Tips. Course topic examples for the folders are schizophrenia, major depression, and bipolar disorder, anxiety, and child/adolescent disorders. The Wisdom Tips folder was created as an option for students to learn the materials using various learning styles. This folder presents a variety of teaching strategies, such as YouTube videos, concept maps, podcasts, and games. Various teaching styles and activities occur inside as well as outside the classroom. Some of these activities consist of:

- Volunteer Interviews
- Second Life Avatar Therapeutic Communication Simulation
Second Life Avatar Psychiatric Patient Case Study Care Plan

- Flosse Sweetwater: 82 Years Old
  Caucasian Widow
  Weight is 170lb and height is 54"

- Conner Kaestner: 56 Years Old
  Caucasian Production Worker
  Weight is 190lb and height is 59"

- Jessica Parkin: 17 Years Old
  Caucasian Student
  Weight is 114lb and height is 5’6”

YouTube Schizophrenia Case Study
- Use of faculty-developed Podcasts
- Use of faculty-developed Audio PowerPoints
- Concept Maps

Figure 3: "In Class only" Instructor Developed Concept Map
• Use of the Knowledge Ball

• Crisis Interview Simulation

Students reflected that the Prep for Class was helpful to them. Some comments from the students’ journals are:

“Appreciate the great therapeutic communication skills I learned in the class that I will need in my career [from] here on out.”

“The Prep for Class allows for me and the other students to understand the illnesses before we see them.”

“The Prep for Class folder helped me in the same way that the classroom experience did. The prep for class folded helped me with the techniques that hinder / enhance therapeutic communication.”

“I feel like the Prep for Class helps me a lot. It gives us a more detailed look at different disorders, so it really helps me make sense with what is going on with a patient. I enjoy watching the different videos, so I can see how a patient might really act. This helps me to know what to expect from patients, and what I should say /do.”
“Prep for class...I also used the techniques...watched in the YouTube videos...It gave me a chance to see the techniques in real life and then try some of them out...I think that I am growing more and more confident each week and that I am figuring out how to ask questions and lead therapeutic conversations more easily.”

In conclusion, the increased interactivity of the course has:

- Increased students’ learning of psychiatric concepts in class and in clinical.
- Allowed students independently to interact therapeutically with patients on first clinical day.
- Supported engaged, flipped pedagogy.