How to Obtain Contact Hours by Reading This Issue

Instructions

4.0 contact hours will be awarded by Vindico Medical Education upon successful completion of the posttest and evaluation. To obtain contact hours:

1. Read the following articles carefully, noting the tables and other illustrative materials, which are provided to enhance your knowledge and understanding of the content:
   - Interaction, Unscripted: An Effective Use of Drama to Simulate the Nurse-Client Relationship by Barbara K. Buxton, PhD, MS, RN, on pages 28-32.
   - Use of Actors as Standardized Psychiatric Patients: Facilitating Success in Simulation Experiences by Norman L. Keltner, EdD, RN; Joan S. Grant, DSN, RN, CS; and Dennis McLernon, MPA, MEd, on pages 34-40.
   - Integrating a Professional Apprenticeship Model with Psychiatric Clinical Simulation by Mark C. Coder, PhD; MSN; RN; and Susan G. McNeile, PhD, MSN, RN, on pages 42-49.

2. Read each question and record your answer on the CNE Registration Form provided.

3. Complete all sections of the CNE Registration Form, including indicating the total time spent on the activity (reading articles and completing quiz). Forms and quizzes cannot be processed if this section is incomplete. All participants are required by the accreditation agency to attest to the time spent completing the activity.

4. Forward the completed form with your check or money order, drawn on a US bank, for $16 (USD) made out to JPN-CNE.

CNE Registration Forms must be received no later than May 31, 2013.

Contact Hours

Vindico Medical Education is an approved provider of continuing nursing education by the New Jersey State Nurses Association, an accredited approver, by the American Nurses Credentialing Center’s Commission on Accreditation, P1886/6/09-12. This activity is co-provided by Vindico Medical Education and the Journal of Psychosocial Nursing.

This is a Learner-Paced Program. Answers to the posttest will be graded, and you will be advised that you have passed or failed within 60 days of receipt of your completed test. A score of 70% or above will comprise a passing grade. A certificate will be awarded to participants who successfully complete the test. A contact hour is 60 minutes of instruction. Contact hour verification can be obtained only at the completion of a program.

Objectives

1. Summarize how participation in unscripted drama presentations can enhance nurses’ communication skills.
2. Identify ways in which actors can facilitate the therapeutic process between nurses and patients with mental illness.
3. Describe theoretical concepts involved in effective clinical simulation.

Questions #1-5 refer to the article about the use of drama to simulate the nurse-client relationship by Buxton on pages 28-32.

1. Drama can be used in an attempt to decrease anxiety and fear in the psychiatric-mental health clinical setting and:
   A. increase confidence.
   B. emphasize conceptual learning content.
   C. understand the process of anger development.
   D. develop a working knowledge of situations leading to mental illness.

2. Human patient simulation is one way educators are attempting to decrease anxiety and fear by providing opportunities for students to practice skills:
   A. without bringing psychological harm to clients.
   B. which will convey sympathetic feelings toward clients.
   C. in a controlled environment.
   D. in a familiar environment.

3. _____ is essential for the development of a therapeutic relationship.
   A. Confidence.
   B. Humility.
   C. Empathy.
   D. Nursing knowledge.

4. To be empathetic, one needs to:
   A. spend time with a person and not be distracted by one's own anxiety and fear.
   B. experience situations similar to those of the patient.
   C. understand the dynamics associated with loss of control.
   D. spend time with a person and convey sympathy.

5. Simulation has replaced student anxiety and fear with:
   A. increased knowledge of the categories of mental illnesses.
   B. confidence and self-assurance.
   C. compassion and empathy.
   D. humility and compassion.

Questions #6-12 refer to the article about using actors as standardized psychiatric patients by Keltner, Grant, and McLernon on pages 34-40.

6. Incorporating actors as standardized patients in a nontreating environment is useful because students and health care providers have an opportunity to:
   A. explore concepts learned in class.
   B. improve decision-making and problem-solving skills.
   C. develop scripts to use with patients in the actual hospital setting.
   D. understand emotions experienced by the patient.

7. Case scenarios with patients of different ages in different situations are used in this typology of simulation:
   A. static human models.
   B. high-fidelity human patient simulators.
   C. computer- and web-based programs.
   D. virtual reality and haptic systems.

8. Some preliminary research suggests that role-playing and simulators are comparable as teaching strategies in regard to:
   A. student outcomes in most domains.
   B. effective nurse-to-patient communication in hospital settings.
   C. retention of course content.
   D. a greater understanding of abstract information.

9. Clinical practice is enhanced by using actors to create the opportunity for:
   A. immersive, interactive, and reflective simulation experiences.
   B. scripted clinical situations.
   C. role modeling in the practice setting.
   D. anxiety reduction in a safe environment.

10. Keys to effective role-play in simulations include:
    A. matching student learning styles to corresponding roles.
    B. using past experiences to enhance acting.
    C. selective recruitment and an audio link between the trainer and the actors.
    D. time-out sessions periodically throughout the simulation exercise.

11. Previous research suggests for actors to feel comfortable in their role, they should have a minimum of _____ training sessions.
    A. Two.
    B. Three.
    C. Four.
    D. Five.

12. Debriefing is a vital function of any sensitive simulation and occurs:
    A. after each psychiatric scenario.
    B. in an attempt to assist actors to learn scripts.
    C. only when emotions of the actors have escalated.
    D. before the simulation is acted out.
The content of the articles was accurately described by the learning objectives:

- Summarize how participation in unscripted drama presentations can enhance nurses’ communication skills.
- Identify ways in which actors can facilitate the therapeutic process between nurses and patients with mental illness.
- Describe theoretical concepts involved in effective clinical simulation.

2. The content met my educational needs.
3. The content was relevant to my nursing practice.
4. How much time was required to read the articles and take the quiz? 240 265 290 315 340 (minutes spent)
5. Please list topics you would like to see future activities address: ____________________________

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     Barbara K. Buxton, PhD, MS, RN, on pages 28-32.

   - **Use of Actors as Standardized Psychiatric Patients: Facilitating Success in Simulation Experiences**  
     Norman L. Keltner, EdD, RN; Joan S. Grant, DSN, RN, CS; and Dennis McLernon, MFA, MEd, on pages 34-40.

   - **Integrating a Professional Apprenticeship Model with Psychiatric Clinical Simulation**  
     Mark C. Crider, PhD, MSN, RN; and Susan G. McNiesh, PhD, MSN, RNC, on pages 42-49.

2. Read each question and record your answers on the CNE Registration Form on page 51.

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**Author Disclosure Statements**

- Dr. Buxton discloses that she has no significant financial interests in any product or class of products discussed directly or indirectly in this activity, including research support.
- Dr. Keltner, Dr. Grant, and Mr. McLernon disclose that they have no significant financial interests in any product or class of products discussed directly or indirectly in this activity, including research support.
- Dr. Crider and Dr. McNiesh disclose that they have no significant financial interests in any product or class of products discussed directly or indirectly in this activity, including research support.

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