

1  
00:00:04,720 --> 00:00:06,280  
You are listening to Pulse

2  
00:00:06,280 --> 00:00:07,520  
the Heart of Nursing,

3  
00:00:07,520 --> 00:00:09,080  
a podcast, series and research

4  
00:00:09,080 --> 00:00:11,160  
at the Alice Lee Centre for Nursing Studies,

5  
00:00:11,160 --> 00:00:13,680  
at the National University of Singapore.

6  
00:00:13,680 --> 00:00:14,640  
As nurses in acute

7  
00:00:14,640 --> 00:00:15,400  
care settings

8  
00:00:15,400 --> 00:00:17,680  
frequently encounter high equity events

9  
00:00:18,000 --> 00:00:19,600  
that might trigger stress.

10  
00:00:19,600 --> 00:00:20,840  
The anxiety generated

11  
00:00:20,840 --> 00:00:21,600  
from these stressful

12  
00:00:21,600 --> 00:00:22,920  
clinical experiences

13  
00:00:22,920 --> 00:00:24,080  
inevitably affect

14  
00:00:24,080 --> 00:00:26,200  
learning and clinical performance,

15  
00:00:26,200 --> 00:00:27,480

which can be trained on nurses

16

00:00:27,480 --> 00:00:29,520  
to better manage stress?

17

00:00:29,520 --> 00:00:31,040  
In nursing education,

18

00:00:31,040 --> 00:00:32,560  
simulation has been effectively

19

00:00:32,560 --> 00:00:34,120  
used for skills training

20

00:00:34,120 --> 00:00:34,800  
while eliciting

21

00:00:34,800 --> 00:00:36,800  
the same emotional responses

22

00:00:36,800 --> 00:00:38,960  
such as anxiety or stress in the learner.

23

00:00:39,720 --> 00:00:41,640  
The physical and psychological fidelity

24

00:00:41,640 --> 00:00:43,200  
of these situations

25

00:00:43,200 --> 00:00:44,200  
could train learners

26

00:00:44,200 --> 00:00:45,680  
to manage their emotions

27

00:00:45,680 --> 00:00:46,960  
and cope with stress

28

00:00:46,960 --> 00:00:47,680  
where they encounter

29

00:00:47,680 --> 00:00:49,880  
similar situations in actual practice.

30  
00:00:50,760 --> 00:00:52,920  
Here with us today is Associate Professor

31  
00:00:52,920 --> 00:00:54,200  
Jeanette Ignacio,

32  
00:00:54,200 --> 00:00:56,280  
from the Alice Lee Centre for Nursing Studies,

33  
00:00:56,280 --> 00:00:58,160  
at the National University of Singapore.

34  
00:00:58,160 --> 00:00:58,640  
Jeanette is

35  
00:00:58,640 --> 00:00:59,360  
a medical doctor

36  
00:00:59,360 --> 00:01:00,520  
by training who practice

37  
00:01:00,520 --> 00:01:02,440  
Anaesthesia, with a Ph.D.

38  
00:01:02,440 --> 00:01:04,720  
in Health Professions Education.

39  
00:01:04,720 --> 00:01:06,400  
She's an experienced academic

40  
00:01:06,400 --> 00:01:07,520  
who has taught undergraduate

41  
00:01:07,520 --> 00:01:09,560  
nursing and medical students

42  
00:01:09,560 --> 00:01:10,920  
and postgraduate advanced

43  
00:01:10,920 --> 00:01:12,920  
practice nursing students.

44  
00:01:12,920 --> 00:01:14,880

Jeanette has mostly utilised simulation

45

00:01:14,880 --> 00:01:16,680  
and other innovative pedagogies

46

00:01:16,680 --> 00:01:17,800  
in her teaching

47

00:01:17,800 --> 00:01:19,760  
and has published several research papers

48

00:01:19,760 --> 00:01:21,440  
related to educational strategies

49

00:01:21,440 --> 00:01:22,840  
to enhance learning.

50

00:01:22,840 --> 00:01:23,640  
Today,

51

00:01:23,640 --> 00:01:24,800  
Jeanette will be sharing

52

00:01:24,800 --> 00:01:26,320  
about how we could enhance

53

00:01:26,320 --> 00:01:27,320  
clinical performance

54

00:01:27,320 --> 00:01:28,560  
by learning to manage stress

55

00:01:28,560 --> 00:01:30,720  
in crisis event situations.

56

00:01:30,720 --> 00:01:32,880  
I am Hadassah Joann Ramachandran,

57

00:01:32,880 --> 00:01:35,360  
a PhD candidate and your host for this podcast.

58

00:01:35,520 --> 00:01:36,280  
Hi Jeanette,

59  
00:01:36,280 --> 00:01:38,320  
it is nice to have you in the studio today.

60  
00:01:38,840 --> 00:01:39,920  
Thank you for having me.

61  
00:01:39,920 --> 00:01:42,400  
It's definitely a pleasure to be here.

62  
00:01:42,400 --> 00:01:43,240  
So, Jeanette, today

63  
00:01:43,240 --> 00:01:44,400  
you'll be sharing with us

64  
00:01:44,400 --> 00:01:45,600  
an innovative approach

65  
00:01:45,600 --> 00:01:46,840  
to training

66  
00:01:46,840 --> 00:01:48,360  
by integrating emotional training

67  
00:01:48,360 --> 00:01:49,920  
strategies into simulation.

68  
00:01:49,920 --> 00:01:51,960  
So do tell us more.

69  
00:01:51,960 --> 00:01:52,480  
Yes.

70  
00:01:52,480 --> 00:01:54,640  
In the fast paced world of health care,

71  
00:01:54,920 --> 00:01:56,120  
where patient management

72  
00:01:56,120 --> 00:01:57,520  
and safety are paramount,

73  
00:01:57,520 --> 00:01:59,560

simulation training the teaches nurses

74

00:01:59,560 --> 00:02:00,360  
how to manage

75

00:02:00,360 --> 00:02:01,440  
stress levels

76

00:02:01,440 --> 00:02:02,880  
may be the key to success

77

00:02:02,880 --> 00:02:04,640  
in critical scenarios.

78

00:02:04,640 --> 00:02:06,880  
By addressing the stress levels of nurses

79

00:02:06,880 --> 00:02:08,880  
and other health care professionals.

80

00:02:08,880 --> 00:02:10,720  
We basically unlock the potential

81

00:02:10,720 --> 00:02:11,880  
for holistic training

82

00:02:11,880 --> 00:02:13,640  
that enhances performance,

83

00:02:13,640 --> 00:02:14,840  
ultimately ensuring

84

00:02:14,840 --> 00:02:16,840  
optimal patient care and safety.

85

00:02:17,640 --> 00:02:19,600  
Hi, my name is Jeanette Ignacio

86

00:02:19,600 --> 00:02:21,560  
and I am an associate professor

87

00:02:21,560 --> 00:02:23,800  
at the Alice Lee Centre for Nursing Studies,

88  
00:02:23,800 --> 00:02:26,160  
at the National University of Singapore.

89  
00:02:26,320 --> 00:02:27,600  
I have a Bachelor of Science

90  
00:02:27,600 --> 00:02:29,720  
degree in Psychology and Nursing,

91  
00:02:29,720 --> 00:02:31,800  
a postgraduate medical degree

92  
00:02:31,800 --> 00:02:34,560  
specialised in Anaesthesia, and a PhD

93  
00:02:34,560 --> 00:02:37,400  
in medical and health professions education.

94  
00:02:37,400 --> 00:02:38,720  
My background has helped me

95  
00:02:38,720 --> 00:02:40,920  
to consider and approach teaching

96  
00:02:40,920 --> 00:02:42,720  
with different perspectives.

97  
00:02:42,720 --> 00:02:43,560  
As a result,

98  
00:02:43,560 --> 00:02:45,240  
I would like to think that students

99  
00:02:45,240 --> 00:02:47,400  
not only see what the role of nurses are,

100  
00:02:47,720 --> 00:02:48,440  
but also what

101  
00:02:48,440 --> 00:02:49,800  
the roles of other health care

102  
00:02:49,800 --> 00:02:51,120

professionals are

103

00:02:51,120 --> 00:02:52,920  
and what their expectations

104

00:02:52,920 --> 00:02:54,320  
from them would be.

105

00:02:54,480 --> 00:02:55,040  
So, Jeanette,

106

00:02:55,040 --> 00:02:57,080  
how did you come up with this idea

107

00:02:57,080 --> 00:02:58,520  
to teach nursing students

108

00:02:58,520 --> 00:03:00,600  
how to better manage their stress levels

109

00:03:00,920 --> 00:03:01,960  
in crisis situations?

110

00:03:02,960 --> 00:03:04,200  
I have read that the

111

00:03:04,200 --> 00:03:06,240  
more you are exposed to stressful events,

112

00:03:06,240 --> 00:03:07,960  
the more you get used to it.

113

00:03:07,960 --> 00:03:09,320  
It's like you feel less stressed

114

00:03:09,320 --> 00:03:10,440  
because you're already

115

00:03:10,440 --> 00:03:12,760  
inoculated to this stressor.

116

00:03:12,760 --> 00:03:14,440  
I remember as a medical student,



117  
00:03:14,440 --> 00:03:15,680  
I was very anxious

118  
00:03:15,680 --> 00:03:17,520  
when we had practical exams

119  
00:03:17,520 --> 00:03:20,360  
and my stress did affect my performance.

120  
00:03:20,360 --> 00:03:21,800  
I thought more practice

121  
00:03:21,800 --> 00:03:22,880  
would have helped,

122  
00:03:22,880 --> 00:03:25,520  
but we didn't have simulations back then.

123  
00:03:25,920 --> 00:03:27,360  
Practicing technical skills

124  
00:03:27,360 --> 00:03:29,200  
outside of actual scenarios

125  
00:03:29,200 --> 00:03:31,240  
would have helped me to perfect them,

126  
00:03:31,240 --> 00:03:32,880  
but would not have helped me

127  
00:03:32,880 --> 00:03:34,120  
in managing my stress

128  
00:03:34,120 --> 00:03:36,440  
during an actual practical exam

129  
00:03:36,440 --> 00:03:37,960  
or importantly,

130  
00:03:37,960 --> 00:03:38,840  
when a real life

131  
00:03:38,840 --> 00:03:40,560

clinical emergency took place

132

00:03:40,560 --> 00:03:43,440  
and I was left to manage the patient.

133

00:03:43,440 --> 00:03:46,040  
Interestingly, I also observe this stress

134

00:03:46,040 --> 00:03:48,520  
and anxiety in our students.

135

00:03:48,520 --> 00:03:50,000  
So today I'll be talking

136

00:03:50,000 --> 00:03:52,000  
about how, what I experience

137

00:03:52,000 --> 00:03:54,240  
and what I observe from students

138

00:03:54,240 --> 00:03:55,240  
made me realize

139

00:03:55,240 --> 00:03:56,640  
the need to be as holistic

140

00:03:56,640 --> 00:03:58,720  
as possible in training.

141

00:03:59,000 --> 00:04:01,640  
We have been using simulations a lot,

142

00:04:01,640 --> 00:04:03,360  
more for procedural training

143

00:04:03,360 --> 00:04:05,720  
to prepare students for clinicals.

144

00:04:05,720 --> 00:04:07,120  
Psychological factors

145

00:04:07,120 --> 00:04:08,880  
are not usually focal points

146  
00:04:08,880 --> 00:04:10,960  
in these training sessions.

147  
00:04:10,960 --> 00:04:12,080  
I would like to discuss

148  
00:04:12,080 --> 00:04:14,120  
how the factors I uncovered

149  
00:04:14,120 --> 00:04:14,960  
motivated me

150  
00:04:14,960 --> 00:04:15,560  
to explore

151  
00:04:15,560 --> 00:04:16,760  
how emotional training

152  
00:04:16,760 --> 00:04:18,720  
can be part of simulations,

153  
00:04:18,720 --> 00:04:20,440  
as the psychological aspect

154  
00:04:20,440 --> 00:04:23,360  
definitely affects performance.

155  
00:04:23,360 --> 00:04:25,680  
Don't get me wrong, stress can be good.

156  
00:04:26,120 --> 00:04:27,240  
It can motivate.

157  
00:04:27,240 --> 00:04:29,240  
But if there's too much stress,

158  
00:04:29,240 --> 00:04:30,360  
then it could actually

159  
00:04:30,360 --> 00:04:32,120  
impair performance.

160  
00:04:32,120 --> 00:04:33,560

The idea is to get past

161  
00:04:33,560 --> 00:04:35,000  
the stress and achieve

162  
00:04:35,000 --> 00:04:37,240  
optimum performance.

163  
00:04:37,240 --> 00:04:38,720  
I hear what you're saying, Jeanette.

164  
00:04:38,720 --> 00:04:39,080  
You know,

165  
00:04:39,080 --> 00:04:41,120  
comprehensive training is required

166  
00:04:41,160 --> 00:04:43,120  
to enhance health care delivery.

167  
00:04:43,120 --> 00:04:45,080  
In real life clinical settings.

168  
00:04:45,080 --> 00:04:45,880  
So you sort of hit

169  
00:04:45,880 --> 00:04:47,720  
me on the thinking that

170  
00:04:47,720 --> 00:04:49,640  
what else can be done

171  
00:04:49,640 --> 00:04:50,800  
to ensure that students

172  
00:04:50,800 --> 00:04:53,880  
are fully prepared for the multifaceted

173  
00:04:53,880 --> 00:04:55,560  
challenges of real world

174  
00:04:55,560 --> 00:04:57,000  
clinical practice?

175  
00:04:57,000 --> 00:04:59,600  
Well, most of the procedural training

176  
00:04:59,600 --> 00:04:59,960  
in health

177  
00:04:59,960 --> 00:05:01,640  
professions, such as in nursing,

178  
00:05:01,640 --> 00:05:03,800  
happened in the laboratory.

179  
00:05:03,800 --> 00:05:05,200  
However, in real life, it's

180  
00:05:05,200 --> 00:05:06,760  
not only the clinician's skill

181  
00:05:06,760 --> 00:05:08,120  
that's important.

182  
00:05:08,120 --> 00:05:09,440  
Other variables affect

183  
00:05:09,440 --> 00:05:11,560  
the quality of health care delivery.

184  
00:05:11,880 --> 00:05:13,800  
Stress being one of them.

185  
00:05:13,800 --> 00:05:15,800  
If we could include stress management

186  
00:05:15,800 --> 00:05:16,640  
and training,

187  
00:05:16,640 --> 00:05:18,240  
addressing the emotional

188  
00:05:18,240 --> 00:05:20,240  
or psychological component

189  
00:05:20,240 --> 00:05:21,080

that is part

190

00:05:21,080 --> 00:05:23,440  
and parcel of a clinical event,

191

00:05:23,440 --> 00:05:25,000  
then that would prepare students

192

00:05:25,000 --> 00:05:27,120  
more for clinical practice.

193

00:05:27,120 --> 00:05:29,200  
We want to mitigate excessive stress

194

00:05:29,200 --> 00:05:31,400  
that could eventually have implications

195

00:05:31,400 --> 00:05:33,000  
to patient care.

196

00:05:33,000 --> 00:05:34,920  
Yeah, you know, I definitely hear you.

197

00:05:34,920 --> 00:05:35,880  
The clinical setting

198

00:05:35,880 --> 00:05:37,560  
can be very emotionally daunting

199

00:05:37,560 --> 00:05:38,760  
for new nurses and more

200

00:05:38,760 --> 00:05:40,800  
so for nursing students.

201

00:05:40,800 --> 00:05:42,240  
What did you focus on in

202

00:05:42,240 --> 00:05:44,040  
designing such a training program

203

00:05:44,040 --> 00:05:45,360  
for nurses?

204  
00:05:45,360 --> 00:05:45,680  
Well,

205  
00:05:45,680 --> 00:05:47,720  
I wanted to focus on clinical events

206  
00:05:47,720 --> 00:05:49,800  
that cause considerable stress

207  
00:05:49,800 --> 00:05:52,640  
and anxiety, especially for new nurses.

208  
00:05:53,280 --> 00:05:55,200  
We had some discussion with colleagues.

209  
00:05:55,200 --> 00:05:57,320  
The decision was made to incorporate

210  
00:05:57,320 --> 00:05:59,240  
an emotional training program

211  
00:05:59,240 --> 00:06:00,320  
and high acuity

212  
00:06:00,320 --> 00:06:02,560  
clinical events simulations.

213  
00:06:02,560 --> 00:06:03,640  
This was to prepare

214  
00:06:03,640 --> 00:06:04,760  
final year students

215  
00:06:04,760 --> 00:06:06,080  
for their transition

216  
00:06:06,080 --> 00:06:07,880  
to practice clinical posting.

217  
00:06:07,880 --> 00:06:09,360  
Yes, I completely agree, Jeanette.

218  
00:06:09,360 --> 00:06:10,920

Nothing really beats clinical

219

00:06:10,920 --> 00:06:12,680  
learning in actual settings,

220

00:06:12,680 --> 00:06:14,120  
and it is good to prepare for this

221

00:06:14,120 --> 00:06:15,480  
so that the transition

222

00:06:15,480 --> 00:06:16,920  
to actual practice

223

00:06:16,920 --> 00:06:19,280  
in the general ward is smoother.

224

00:06:19,280 --> 00:06:21,920  
What are the key elements to consider

225

00:06:21,960 --> 00:06:22,880  
when designing

226

00:06:22,880 --> 00:06:24,280  
an emotional training program

227

00:06:24,280 --> 00:06:25,520  
for simulations

228

00:06:25,520 --> 00:06:27,160  
in order for them to effectively

229

00:06:27,160 --> 00:06:29,520  
prepare nursing students for high equity

230

00:06:29,760 --> 00:06:31,560  
or critical events?

231

00:06:31,560 --> 00:06:32,120  
The beauty

232

00:06:32,120 --> 00:06:34,040  
of integrating this emotional training



233  
00:06:34,040 --> 00:06:35,480  
component in high acuity

234  
00:06:35,480 --> 00:06:36,560  
event simulations

235  
00:06:36,560 --> 00:06:37,280  
is that

236  
00:06:37,280 --> 00:06:38,560  
you can select the actual

237  
00:06:38,560 --> 00:06:40,320  
clinical event examples.

238  
00:06:40,320 --> 00:06:41,720  
For instance, in a case

239  
00:06:41,720 --> 00:06:43,960  
where a patient deteriorates.

240  
00:06:43,960 --> 00:06:44,480  
The challenge,

241  
00:06:44,480 --> 00:06:45,440  
however, is that

242  
00:06:45,440 --> 00:06:46,160  
you really need

243  
00:06:46,160 --> 00:06:47,240  
to identify

244  
00:06:47,240 --> 00:06:49,880  
what the emotional training consists of.

245  
00:06:49,880 --> 00:06:52,480  
There are many potential elements to it.

246  
00:06:53,120 --> 00:06:55,200  
But what elements suit our purpose,

247  
00:06:55,200 --> 00:06:56,720

that is, to conceptualize

248

00:06:56,720 --> 00:06:58,240  
an emotional training program

249

00:06:58,240 --> 00:07:00,160  
and integrate it into simulations

250

00:07:00,160 --> 00:07:02,440  
for high acuity events.

251

00:07:02,440 --> 00:07:04,800  
So the study had different phases.

252

00:07:04,800 --> 00:07:06,320  
First was to find out

253

00:07:06,320 --> 00:07:07,280  
what the interventions

254

00:07:07,280 --> 00:07:09,320  
have already been utilized to address

255

00:07:09,320 --> 00:07:11,600  
stress and anxiety in simulations.

256

00:07:12,320 --> 00:07:12,840  
Second,

257

00:07:12,840 --> 00:07:14,040  
we tried to determine

258

00:07:14,040 --> 00:07:14,800  
how to increase

259

00:07:14,800 --> 00:07:17,120  
the psychological fidelity of simulations

260

00:07:17,440 --> 00:07:19,400  
so that emotional responses

261

00:07:19,400 --> 00:07:21,120  
that approximate the responses

262  
00:07:21,120 --> 00:07:23,920  
in the real setting can be elicited.

263  
00:07:23,920 --> 00:07:27,200  
We did this by comparing students' stress levels when using

264  
00:07:27,200 --> 00:07:33,560  
standardised patients (SPs) versus  
3G mannequins in high-fidelity simulations.

265  
00:07:33,560 --> 00:07:34,800  
Physiological measures

266  
00:07:34,800 --> 00:07:36,040  
such as salivary

267  
00:07:36,040 --> 00:07:37,440  
amylase, heart rate

268  
00:07:37,440 --> 00:07:38,240  
and blood pressure

269  
00:07:38,240 --> 00:07:42,320  
were used as well as anxiety inventory.

270  
00:07:42,440 --> 00:07:43,800  
Third, as mental

271  
00:07:43,800 --> 00:07:45,920  
preparedness was shown to reduce stress,

272  
00:07:46,400 --> 00:07:48,800  
we developed a mental rehearsal strategy

273  
00:07:48,800 --> 00:07:51,320  
as part of simulation training.

274  
00:07:51,320 --> 00:07:51,760  
I see.

275  
00:07:51,760 --> 00:07:53,560  
So the strategies employed here

276

00:07:53,560 --> 00:07:55,640  
were the use of standardised patients

277  
00:07:55,640 --> 00:07:56,920  
in simulations

278  
00:07:56,920 --> 00:07:59,320  
and also mental rehearsals.

279  
00:07:59,320 --> 00:08:02,240  
How have these benefited the students?

280  
00:08:02,720 --> 00:08:03,640  
Well, the findings

281  
00:08:03,640 --> 00:08:04,920  
from the series of studies

282  
00:08:04,920 --> 00:08:07,440  
in this area weren't really surprising.

283  
00:08:07,680 --> 00:08:09,040  
As expected, students

284  
00:08:09,040 --> 00:08:09,920  
found the use of

285  
00:08:09,920 --> 00:08:11,200  
space in simulations

286  
00:08:11,200 --> 00:08:12,080  
more stressful

287  
00:08:12,080 --> 00:08:13,960  
than the use of mannequins.

288  
00:08:13,960 --> 00:08:15,720  
However, this wasn't reflected

289  
00:08:15,720 --> 00:08:18,200  
in the stress measures taken from them.

290  
00:08:18,640 --> 00:08:20,000  
Qualitative data

291  
00:08:20,000 --> 00:08:22,040  
highlighted the value of using SPs

292  
00:08:22,040 --> 00:08:22,840  
as this approach

293  
00:08:22,840 --> 00:08:23,920  
really prepares them

294  
00:08:23,920 --> 00:08:27,320  
for clinical interaction with patients.

295  
00:08:27,320 --> 00:08:29,160  
Using the mental rehearsal strategy

296  
00:08:29,160 --> 00:08:31,200  
did help in performance,

297  
00:08:31,200 --> 00:08:32,840  
but stress levels weren't

298  
00:08:32,840 --> 00:08:34,960  
necessarily reduced.

299  
00:08:34,960 --> 00:08:36,040  
Students highlighted

300  
00:08:36,040 --> 00:08:38,120  
that the practice of using imagery

301  
00:08:38,160 --> 00:08:39,800  
helped them when they encountered

302  
00:08:39,800 --> 00:08:42,080  
an actual high acuity event in the ward,

303  
00:08:42,400 --> 00:08:44,560  
such as deterioration.

304  
00:08:44,880 --> 00:08:45,680  
Even though the

305

00:08:45,680 --> 00:08:49,440  
quantitative results were not generally significant,

306  
00:08:49,440 --> 00:08:51,040  
in-depth qualitative data

307  
00:08:51,040 --> 00:08:53,600  
findings were very promising.

308  
00:08:53,600 --> 00:08:55,160  
Quantitative findings show

309  
00:08:55,160 --> 00:08:57,080  
that there was no significant difference

310  
00:08:57,080 --> 00:08:58,800  
between stress levels of students

311  
00:08:58,800 --> 00:09:00,240  
who used SPs

312  
00:09:00,240 --> 00:09:00,720  
and those

313  
00:09:00,720 --> 00:09:02,720  
who use mannequins during high acuity

314  
00:09:02,720 --> 00:09:04,520  
clinical simulations.

315  
00:09:04,520 --> 00:09:06,120  
This findings were nonetheless

316  
00:09:06,120 --> 00:09:08,240  
explained by the focus group interviews.

317  
00:09:09,000 --> 00:09:09,800  
In essence,

318  
00:09:09,800 --> 00:09:11,480  
the students felt that the stress

319  
00:09:11,480 --> 00:09:13,640  
they got from dealing with SPs

320  
00:09:13,640 --> 00:09:15,080  
is actually the stress

321  
00:09:15,080 --> 00:09:16,400  
they expect to experience

322  
00:09:16,400 --> 00:09:19,520  
when dealing with actual patients.

323  
00:09:19,520 --> 00:09:21,600  
They concluded that using SPs

324  
00:09:21,600 --> 00:09:24,040  
also trained their soft skills.

325  
00:09:24,040 --> 00:09:26,160  
So what we did was to come up

326  
00:09:26,160 --> 00:09:28,000  
with an emotional training program

327  
00:09:28,000 --> 00:09:29,400  
that included

328  
00:09:29,400 --> 00:09:30,880  
mental rehearsal practice

329  
00:09:30,880 --> 00:09:33,120  
and the use of SPs.

330  
00:09:33,120 --> 00:09:34,160  
But more work

331  
00:09:34,160 --> 00:09:35,000  
has to be done

332  
00:09:35,000 --> 00:09:37,520  
as measuring stress is not so easy.

333  
00:09:38,200 --> 00:09:40,880  
Stress fluctuates, and so a real time

334

00:09:40,880 --> 00:09:41,840  
monitoring of stress

335  
00:09:41,840 --> 00:09:44,000  
levels may be more useful.

336  
00:09:44,000 --> 00:09:45,440  
And we were not able to do

337  
00:09:45,440 --> 00:09:46,640  
continuous monitoring

338  
00:09:46,640 --> 00:09:47,880  
when we did the project

339  
00:09:47,880 --> 00:09:49,440  
due to some constraints.

340  
00:09:50,240 --> 00:09:50,840  
But just by

341  
00:09:50,840 --> 00:09:52,400  
looking at what the students said

342  
00:09:52,400 --> 00:09:53,920  
when they were interviewed,

343  
00:09:53,920 --> 00:09:56,240  
it is clear that this emotional program

344  
00:09:56,240 --> 00:09:57,240  
of mental rehearsal,

345  
00:09:57,240 --> 00:09:59,920  
plus the use of SPs and simulations,

346  
00:09:59,920 --> 00:10:00,920  
is the way to go

347  
00:10:00,920 --> 00:10:02,040  
if we really want to train

348  
00:10:02,040 --> 00:10:03,800  
students to be competent,



349  
00:10:03,800 --> 00:10:06,000  
not just in their skills and knowledge,

350  
00:10:06,000 --> 00:10:07,080  
but also competent

351  
00:10:07,080 --> 00:10:08,480  
in their stress management

352  
00:10:08,480 --> 00:10:10,120  
and coping styles.

353  
00:10:10,120 --> 00:10:11,040  
Wow. Thanks, Jeanette.

354  
00:10:11,040 --> 00:10:12,760  
That was really insightful.

355  
00:10:12,760 --> 00:10:15,200  
So what sort of obstacles or challenges

356  
00:10:15,200 --> 00:10:16,160  
did you encounter

357  
00:10:16,160 --> 00:10:17,400  
while designing this

358  
00:10:17,400 --> 00:10:19,320  
sort of teaching program?

359  
00:10:19,320 --> 00:10:19,680  
Yes.

360  
00:10:19,680 --> 00:10:21,840  
Creating any new educational strategy

361  
00:10:21,840 --> 00:10:23,600  
or approach can be challenging

362  
00:10:23,600 --> 00:10:25,960  
and would obviously incur costs.

363

00:10:26,480 --> 00:10:27,160  
The challenge

364  
00:10:27,160 --> 00:10:27,560  
I see

365  
00:10:27,560 --> 00:10:28,760  
is that enhancing this

366  
00:10:28,760 --> 00:10:30,160  
emotional training program

367  
00:10:30,160 --> 00:10:32,720  
and building it into simulations

368  
00:10:32,720 --> 00:10:34,640  
requires resources.

369  
00:10:34,640 --> 00:10:36,440  
SPs need to be trained and paid.

370  
00:10:36,440 --> 00:10:40,720  
simulation venues should be available for all students, and so on.

371  
00:10:40,720 --> 00:10:41,520  
In addition

372  
00:10:41,520 --> 00:10:43,160  
for the mental rehearsal strategy

373  
00:10:43,160 --> 00:10:44,680  
to have an effect,

374  
00:10:44,680 --> 00:10:48,240  
students should proactively practice using it.

375  
00:10:48,240 --> 00:10:50,000  
All these need to be considered

376  
00:10:50,000 --> 00:10:51,560  
and all these need to be addressed

377  
00:10:51,560 --> 00:10:52,200  
to ensure

378

00:10:52,200 --> 00:10:53,520  
that this program really

379

00:10:53,520 --> 00:10:55,680  
helps students manage stress.

380

00:10:55,680 --> 00:10:56,600  
And, of course,

381

00:10:56,600 --> 00:10:58,440  
improve their performance.

382

00:10:59,680 --> 00:11:02,040  
What sort of results and learning points

383

00:11:02,040 --> 00:11:03,640  
have you observed so far

384

00:11:03,640 --> 00:11:04,360  
in students

385

00:11:04,360 --> 00:11:05,920  
who have undergone

386

00:11:05,920 --> 00:11:07,440  
and completed this program?

387

00:11:07,440 --> 00:11:08,720  
Although the program wasn't

388

00:11:08,720 --> 00:11:10,160  
rolled out on a grand scale,

389

00:11:10,160 --> 00:11:11,800  
we noted that those who went through

390

00:11:11,800 --> 00:11:12,800  
it were more prepared.

391

00:11:12,800 --> 00:11:19,240  
Prepared in a sense that they knew what to expect,  
and they were aware that high acuity events

392

00:11:19,240 --> 00:11:26,240

in the hospital are inevitably paired with some form of patient interaction that add stress to the nurse.

393

00:11:26,240 --> 00:11:27,080

These insights

394

00:11:27,080 --> 00:11:28,440

helped them to be less stressed

395

00:11:28,440 --> 00:11:31,080

and as a result, manage patients better.

396

00:11:32,320 --> 00:11:32,840

The training

397

00:11:32,840 --> 00:11:33,520

did somehow

398

00:11:33,520 --> 00:11:35,560

facilitate stress inoculation.

399

00:11:35,960 --> 00:11:36,560

In fact,

400

00:11:36,560 --> 00:11:37,440

one student

401

00:11:37,440 --> 00:11:39,200

did comment that the program is

402

00:11:39,200 --> 00:11:40,680

a stress practice.

403

00:11:40,680 --> 00:11:42,320

It's practicing them to be stressed

404

00:11:42,320 --> 00:11:43,800

so they cannot be so stressed

405

00:11:43,800 --> 00:11:46,720

in the hospital. That was pretty amusing.

406

00:11:47,120 --> 00:11:48,320  
It's wonderful to be able

407  
00:11:48,320 --> 00:11:49,440  
to share with everyone

408  
00:11:49,440 --> 00:11:50,920  
what we as educators

409  
00:11:50,920 --> 00:11:52,880  
perceive as challenges that limit

410  
00:11:52,880 --> 00:11:54,920  
the optimization of learning,

411  
00:11:54,920 --> 00:11:56,800  
specifically the need for emotional

412  
00:11:56,800 --> 00:11:59,040  
training for stress management.

413  
00:11:59,040 --> 00:12:00,680  
I'm happy that we developed

414  
00:12:00,680 --> 00:12:02,360  
and implemented some strategies

415  
00:12:02,360 --> 00:12:03,680  
that can constitute

416  
00:12:03,680 --> 00:12:05,600  
an emotional training program

417  
00:12:05,600 --> 00:12:07,960  
to help in stress management.

418  
00:12:07,960 --> 00:12:09,240  
As I've mentioned earlier

419  
00:12:09,240 --> 00:12:11,720  
on, more work has to be done.

420  
00:12:11,720 --> 00:12:12,360  
I hope

421  
00:12:12,360 --> 00:12:14,040  
the audience will become interested

422  
00:12:14,040 --> 00:12:16,280  
in this area of education.

423  
00:12:16,280 --> 00:12:16,960  
By addressing

424  
00:12:16,960 --> 00:12:19,520  
the emotional component of training.

425  
00:12:19,520 --> 00:12:20,040  
Learning

426  
00:12:20,040 --> 00:12:21,680  
could be made more holistic

427  
00:12:21,680 --> 00:12:23,520  
and beneficial to students.

428  
00:12:24,200 --> 00:12:25,040  
Thanks for that, Jeanette.

429  
00:12:25,040 --> 00:12:25,240  
You know,

430  
00:12:25,240 --> 00:12:27,480  
this really resonates with me

431  
00:12:27,720 --> 00:12:29,240  
having been a nursing student

432  
00:12:29,240 --> 00:12:30,640  
and then a full time

433  
00:12:30,640 --> 00:12:32,000  
registered nurse myself,

434  
00:12:32,000 --> 00:12:34,440  
I can attest to the importance

435

00:12:34,440 --> 00:12:36,360  
of being emotionally resilient

436  
00:12:36,360 --> 00:12:37,880  
in health care.

437  
00:12:38,000 --> 00:12:39,560  
You know, acknowledging the value

438  
00:12:39,560 --> 00:12:40,640  
of emotional

439  
00:12:40,640 --> 00:12:42,160  
training and stress management

440  
00:12:42,160 --> 00:12:45,360  
within the realm of nursing education is,

441  
00:12:45,360 --> 00:12:45,880  
I would say,

442  
00:12:45,880 --> 00:12:47,080  
definitely a positive step

443  
00:12:47,080 --> 00:12:49,200  
in fortifying the nursing practice

444  
00:12:49,200 --> 00:12:50,920  
and sort of cultivating

445  
00:12:50,920 --> 00:12:52,760  
empathetic yet resilient nurses,

446  
00:12:52,760 --> 00:12:53,280  
you know,

447  
00:12:53,280 --> 00:12:54,600  
well-rounded nurses

448  
00:12:54,600 --> 00:12:56,720  
that are ready for the workforce.

449  
00:12:57,160 --> 00:12:58,720  
And, you know, in that light,

450  
00:12:58,720 --> 00:13:00,880  
would there be plans to do more

451  
00:13:01,400 --> 00:13:02,960  
of this sort of program?

452  
00:13:02,960 --> 00:13:04,400  
There is definitely value

453  
00:13:04,400 --> 00:13:05,600  
in further developing

454  
00:13:05,600 --> 00:13:07,120  
an emotional training program

455  
00:13:07,120 --> 00:13:08,320  
that would reduce stress

456  
00:13:08,320 --> 00:13:09,600  
and that could be integrated

457  
00:13:09,600 --> 00:13:11,120  
in simulations.

458  
00:13:11,120 --> 00:13:12,680  
And this is to achieve holistic

459  
00:13:12,680 --> 00:13:14,640  
training of nurses and eventually

460  
00:13:14,640 --> 00:13:16,680  
other health care professionals.

461  
00:13:16,680 --> 00:13:18,600  
This would definitely have an impact

462  
00:13:18,600 --> 00:13:21,200  
on patient management and safety

463  
00:13:21,200 --> 00:13:22,760  
as stress at excessive amounts

464



00:13:22,760 --> 00:13:24,480  
could impair performance.

465  
00:13:24,480 --> 00:13:25,800  
Yes, you know, I totally agree.

466  
00:13:25,800 --> 00:13:26,240  
And, you know,

467  
00:13:26,240 --> 00:13:26,920  
this has really been

468  
00:13:26,920 --> 00:13:28,760  
an enlightening session today.

469  
00:13:28,760 --> 00:13:29,400  
Thank you so much,

470  
00:13:29,400 --> 00:13:31,160  
Jeanette, for the insights

471  
00:13:31,160 --> 00:13:32,720  
and for joining us today.

472  
00:13:32,720 --> 00:13:34,760  
Thank you for having me as well.

473  
00:13:34,880 --> 00:13:36,280  
You're most welcome, Jeanette.

474  
00:13:36,280 --> 00:13:38,000  
You've been listening to the podcast

475  
00:13:38,000 --> 00:13:39,440  
Emotional Training,

476  
00:13:39,440 --> 00:13:41,760  
Managing Stress with crisis simulation

477  
00:13:41,960 --> 00:13:42,720  
with Pulse,

478  
00:13:42,720 --> 00:13:44,120  
the heart of nursing,

479  
00:13:44,120 --> 00:13:45,760  
a podcast series on research

480  
00:13:45,760 --> 00:13:47,680  
at the Alice Lee Centre for Nursing Studies,

481  
00:13:47,680 --> 00:13:49,760  
at the National University of Singapore.

482  
00:13:49,760 --> 00:13:51,040  
With us in the studio today

483  
00:13:51,040 --> 00:13:53,440  
was Associate Professor Jeanette Ignacio,

484  
00:13:53,440 --> 00:13:56,280  
speaking with us on education innovation.

485  
00:13:56,280 --> 00:13:57,920  
I am Hadassah Joann Ramachandran.

486  
00:13:57,920 --> 00:13:58,520  
Thank you.

487  
00:13:58,520 --> 00:14:00,240  
And till the next podcast.