

NURS-kit: 2

LEARNING OBJECTIVES

1. Demonstrate good communication when taking a focused health history
2. Apply evidence based knowledge in supporting a patient with chronic disease
3. Demonstrate ability in supporting patient's self-care needs with chronic disease in improving weight and physical activity level

STUDENT PREPARATION PRIOR TO THE SIMULATION

Attend lectures/theoretical education on the following topics:

- Chronic disease (examples: diabetes, COPD, arthritis), the trajectory of the chronic disease process, the psychosocial aspects to chronic disease and nursing management.
- Health promotion and patient education.
- Taking a focused nursing history.
- All students should view the introductory video prior to carrying out the simulation

WORK TO BE CARRIED OUT PRIOR DURING AND POST SIMULATION

Pre-Simulation (Student workload 3 hours)	Simulation	Post-Simulation
<ul style="list-style-type: none">• Students attend relevant lectures, and engage in prescribed reading.• Students engage with local and national guidelines relevant to chronic disease management.• Students read the scenario and watch introductory video (2.5 minutes long)	<ul style="list-style-type: none">• Students present to simulation lab and carry out the simulation 1 or 2 as directed by the facilitator. (Facilitator please see facilitators guide)	<ul style="list-style-type: none">• Self directed Students submit a 300-400 word group reflection as directed by their facilitator.• All students are debriefed on the simulated scenario in large or small groups. Video 2 is then viewed by the students: (the model video on taking a focused history) and another debrief session is facilitated on the model video.

REASON FOR ENCOUNTER

Alex White is attending the nurse in a community setting for a routine checkup (General Practice, community center, health center , home visit).

He was diagnosed with type 2 diabetes 2 years ago, (non-insulin dependent).

SCENARIO

Alex White is a 52 year old teacher, married to Maria for 25 years. They have 2 children, aged 22 and 20, both attending college, and living at home. The family lives in the suburbs of a city.

Alex was diagnosed type 2 diabetes 2 years ago, (non-insulin dependent). He has hypertension and he is obese.

He complains of fatigue, joint pain and he is unable to lose weight.

Alex is a nonsmoker and consumes less than 5 unit's of alcohol per week. He usually enjoys a healthy social life. He is a member in a golf club and enjoys walking. However due to his decreased mobility and fatigue, (hip, knee and ankle pain) he is unable to play golf now or walk for more than 10 minutes at a time.

INTRODUCTORY VIDEO

<https://vimeo.com/264200336>

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SIMULATION OPTION 1

Student role: There are 2 options to run the simulation:

Option1: (12 Students participate under the direction of a facilitator)

- 1 student plays the role of the Patient with a chronic disease (Diabetes)
- 1 student plays the role of the community nurse taking a relevant focused history from the patient
- 10 students observe using the observation sheet , (which will be supplied by the facilitator), and give constructive feedback during the debriefing session

SIMULATION OPTION 2

Option 2: (4 students participate in a self directed simulation)

- 1 student plays the role of the patient with a chronic disease (Diabetes)
- 1 student plays the role of the community nurse taking a relevant focused history from the patient
- 2 students observe using the observation sheet and give constructive feedback during the debriefing session

PROMPTS FOR THE COMMUNITY NURSE

Question from student

How can I help today?

Medication

Family History

Living situation

Work

PROMPTS FOR THE PATIENT

To ensure the student stays within the parameters of the scenario, prompts will be provided by the facilitator

Prompt 1:

Prompt 2:

Prompt 3:

Prompt 4:

Prompt 5:

Prompt 6:

Prompt 7:

POST SCENARIO REFLECTION FOR SIMULATION OPTION 1

Aim:

- To encourage the students, to collaboratively reflect on the patient nurse encounter, using a prescribed reflective model, (for example Gibbs Cycle).
- Students submit a 300-400 word collaborative reflection to their facilitator.

DEBRIEF POST SIMULATION

This session will take 1 hour.

A debriefing model will used to facilitate this session.

- Facilitators debrief students on the simulated scenario in large or small groups within two weeks of the simulation (20 minutes)
- Facilitator then present video 2 (15 minutes): (the model video on taking a focused history).
- Facilitators deliver a second debrief session on the model video (20 minutes).

MODEL VIDEO

<https://vimeo.com/264200863>

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QUESTIONS

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L-Università
ta' Malta

