

NURS-kit: 1

STUDENT GUIDE TEMPLATE

Community Simulation Resource
for Novice Student Nurses

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GLOSSARY OF COMMUNITY TERMINOLOGY

TERM	DESCRIPTION
Community	A general area or locality where a person lives
Home Environment	The person's home, where they reside
Community Nurse	A nurse who works almost exclusively outside of hospital with persons in the community
District Nurse	A nurse who works exclusively outside of hospital with persons in the community and undertakes visits to persons' homes May be referred to as 'GP'. This is the community based doctor who provides general medical treatment for people who live in a particular area or locality.
General Practitioner	May be referred to as 'GP'. This is the community based doctor who provides general medical treatment for people who live in a particular area or locality.
Surgery	Term describing the physical building where the community team including the GP are located.

SECTION 1

INTRODUCTION

1.1 WELCOME TO THE STUDENT GUIDE

This guide contains an overview of the community simulation resource NURS-Kit 1 for novice student nurses. It complements the simulation session you have timetabled.

1.2 DESCRIPTION OF NURS-Kit 1

This resource NURS-Kit 1 centres on a film that show a community nurse and student nurse at work in the community. Versions are available with English language subtitles.

This short film shows a student nurse (Sylwia) accompanying a community nurse (Shirley) on visits to patients' homes. As a novice student nurse, Sylwia has no previous experience of community care. They both approach a variety of different style homes but only proceed to engage in one patient consultation. The patient featured lives alone and is currently experiencing mobility problems due to a laceration on her lower leg which is compounded by her obesity.

The film is complemented by suggested pre-learning and post-learning activities.

The film with discussion and debrief will meet the following learning outcomes.

1.3 AIM AND LEARNING OUTCOMES

Aim: to prepare the students to provide care in a home environment.

Learning outcomes - Student will be able to:

1. Assess the possible environmental risk factors when providing care in the home environment.
2. Identify the health behaviour risk factors in this situation.
3. Explore appropriate professional behaviour and interaction in home environment.
4. Reflect on own personal values, beliefs and culture in relation to the observed scenario.

1.4 USE OF THE FILM RESOURCE

There are a number of ways this film resource can be used depending on teaching and learning circumstances. You will be undertaking one of the following::

1. Watch the film with students either in small or larger groups with a facilitator for discussion and reflective debrief.
2. As self-study, students watch the film without a facilitator either in small groups or individually then join the facilitator for reflective debrief.
3. As self-study, students watch the film without a facilitator either in small groups or individually then contribute to discussion board where reflective debrief is monitored by a facilitator.
4. Adapt the scenario to allow role-play in a simulation suite, using the simulation templates in section 6. Reflective debrief will take place after the simulation.

1.5 TIMING

This may vary depending upon: which option is selected from the above, the group size and the selection of pre and post learning materials. A recommendation is that 3 - 4 hours are allocated to the total use of NURS-Kit 1 which includes some pre learning and post learning activity. These activities may not all take place on the same day as this will depend upon your Programme timetable.

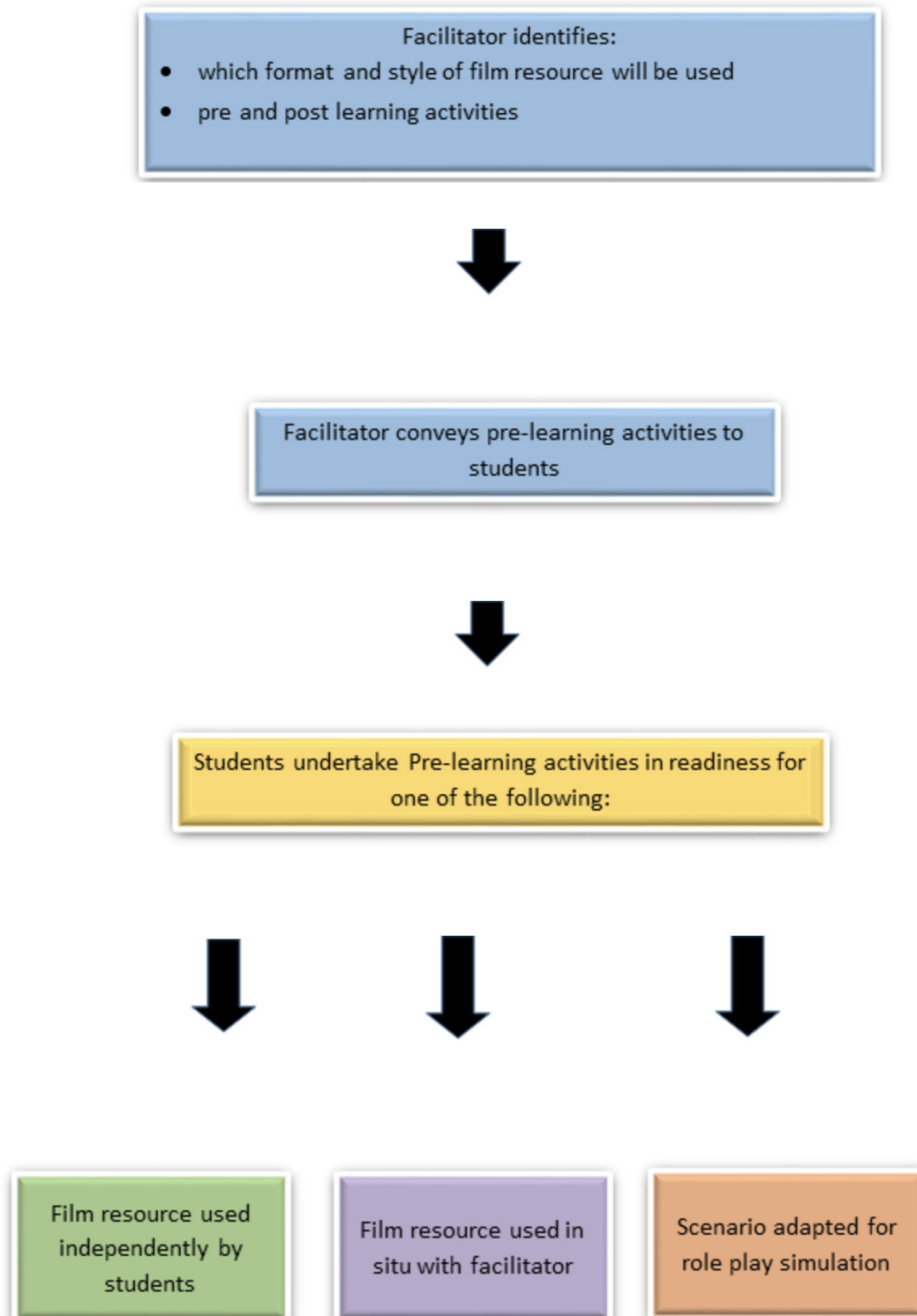
Activity	Time Allocated
Pre learning	60-90 minutes
Film review discussion and debrief	60-90 minutes
Post learning	60-90 minutes

1.6 FACILITATOR AND STUDENT JOURNEY

An overview of the facilitator and student journey through the resource is provided in the schematic on the next page.

As part of the resource there will be debriefing. The Diamond Debrief model is suggested as a framework for debriefing. An overview of the model is provided in section 2

Schematic for journey through the NURS-Kit 1





Debriefing occurs on line or in situ



Facilitator directs students to Post-learning activities



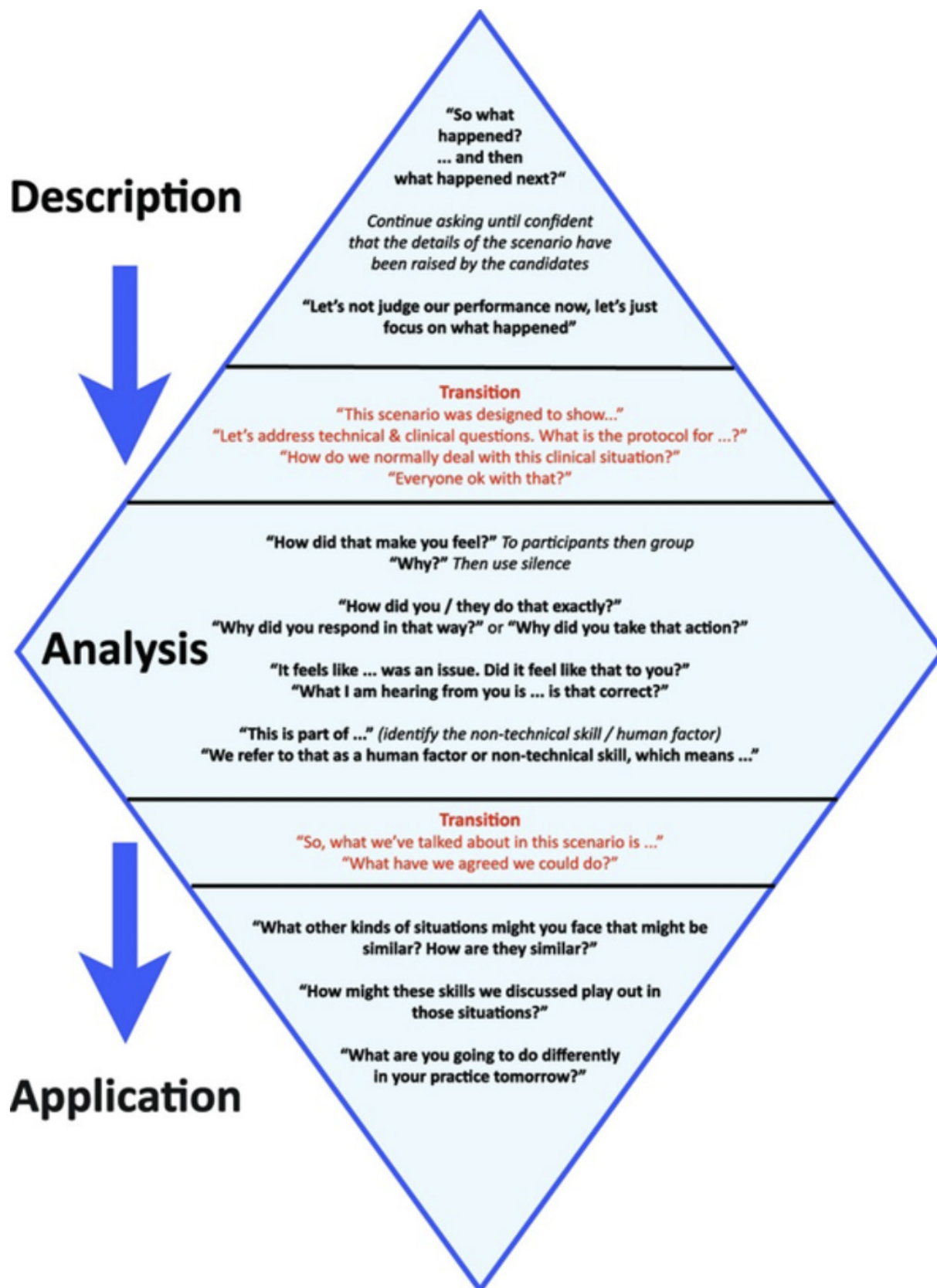
Students undertake post-learning activities



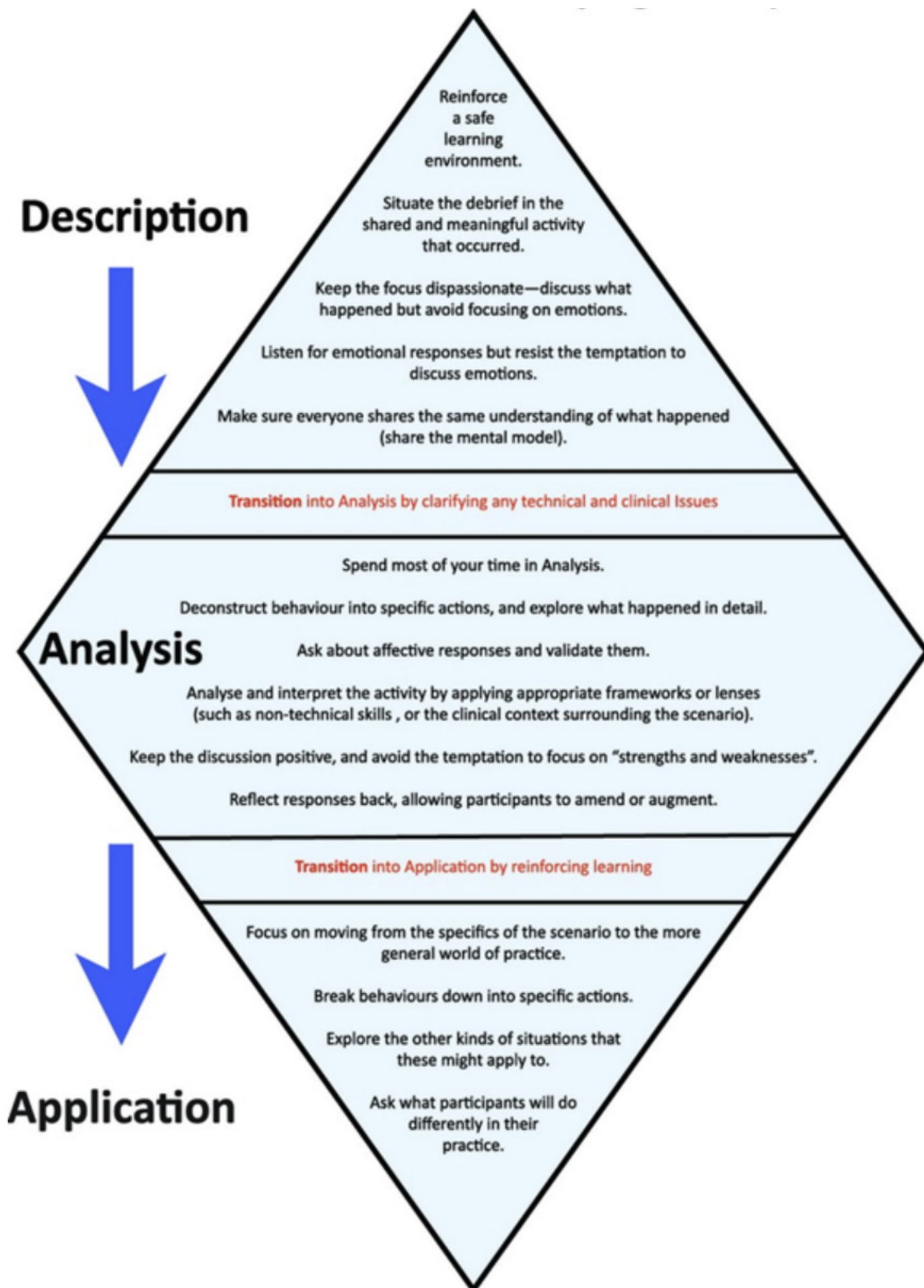
Student evaluation feedback

SECTION 2 DIAMOND DEBRIEF

2.1 DEBRIEF DIAMOND: KEY PHRASES TO REMEMBER



2.2 UNDERLYING PRINCIPLES



SECTION 3

PRE AND POST LEARNING

3.1 PRE- LEARNING

We recommend some pre learning tailored to your own programme at your institution. This could take different forms and should blend with your existing learning units or modules. We suggest the following subjects would complement this resource: -

- Role of the community nurse
- Student professional behaviour and values
- The epidemiology of obesity in your country
- The epidemiology of obesity worldwide
- Defining obesity
- Causes and common health consequences of obesity
- Hand hygiene

The students could be directed to one or more of the following web sites to allow them to gain a global insight into the topics that will feature in the film.

Useful web links

WHO, health topic – obesity <http://www.who.int/topics/obesity/en/>

WHO, fact sheet obesity and over weight <http://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>

Obesity and overweight statistics from the European Union http://ec.europa.eu/eurostat/statistics-explained/index.php/Overweight_and_obesity_-_BMI_statistics

Type 2 diabetes and obesity <https://www.diabetes.co.uk/diabetes-and-obesity.html>

WHO, Save lives, clean your hands campaign 2018 <http://www.who.int/infection-prevention/campaigns/clean-hands/5may2018/en/>

International Council of Nurses (ICN) code of Ethics for Nurses <http://www.icn.ch/who-we-are/code-of-ethics-for-nurses/>

The Queen's Nursing Institute (QNI) is a registered UK charity dedicated to improving the nursing care of people in their own homes and communities. <https://www.qni.org.uk/nursing-in-the-community/work-of-community-nurses/>

3.2 POST- LEARNING

We recommend some post learning tailored to your own programme at your institution. This could take different forms and should blend with your existing learning units or modules. We suggest the following subjects would complement this resource: -

- Emotional intelligence
- Mental health assessment
- Health promotion principles
- Obesity- see also pre-learning
- Hand hygiene in the home environment
- Wound dressing – adaptations to Aseptic Non Touch Technique (ANTT) used in hospital compared to the home environment

The list of web sites for pre-learning activity would also be suitable for post learning activity.

Some of these could be developed into simulation sessions or task trainer sessions. For example wound care.

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