Simulation not for Dummies

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“Preparing students for primary care experience”

Abstract:

Developments in student nurse curriculum and advancements in community practice imply that future practice will be community orientated Darzi (2008); hence it is fundamental to develop educational strategies which directly relate to skills using simulation as a learning method (Garside and Prescott 2009).

A literature review aims to determine the need for development of primary care skills by identifying and evaluating formal/informal methods required to develop student understanding of the needs of patients in a primary care setting (Modernising Nursing careers 2006).
Overview

• Simulation 300hrs NMC requirement over 3 years.
• 2nd year run concurrent practice modules.
• Link acute care to Long term condition management. “seamless service”
• Manikins V live character acting.
• Communication techniques.
Introduction

• One scenario - 3 work stations, student moves between these.
• None use of manikin - appropriate communication - develop patient centred care.
• Use of concurrent modules - develop transferable skills
• Recognise the need to use the same skills in differing ways.
Aim:

To Enable students to differentiate between the several processes involved in care planning and the communication styles required to be effective.

Objectives for the learners to:

2. Work through a recognised assessment process.
3. Assess why a care plan is required.
4. Plan the care process.
5. Implement care plan and identify consequences.
6. Evaluate care plan and identify legal requirement
Case Scenario - Holistic assessment.

Acute History:
- in patient 2/52
- fell at home - laceration back of her head, healed & stitches removed
- problems hearing on ward when noisy
- discharged home.

Past Medical History:
- anaemia B12 deficiency
- Frail/tired
- deteriorating eye sight
- States no hearing defect

Social/History:
- lived in family home all her life with sister (died last year)
- neighbours claims client has problems up keeping property - garden untidy
- neighbours and parish provide some informal care
- does not drive
- finance age pension - friends help when required

Plan:
- district nurse visit at home to assess needs

Miss Rutherford aged 93.
District nursing team you have 15mins to:

Read the scenario and advocate a plan of care for Miss Rutherford from ONLY one of the 3 perspectives below.

1. **SOCIAL/ PSYCHOLOGICAL PERSPECTIVE**
   Come up with a care plan that will reflect the issues around this. Who could be involved and why.

2. **ENVIRONMENTAL**
   Assess her needs at home and document who could you involve to make her as safe as possible.

3. **PHYSICAL ASPECTS**
   Identify care needs that may be improved by multi professional working.
Conclusion

- Reflect on ways to deliver patient assessments.
- The 2 approaches to holistic management
- ABCDE V COMMUNITY ASSESSMENT.
- Use of transferable skills.
- Students “fit for practice” in any location.
- Develop realistic care strategies and proactive management.
Any Questions?

Questions are guaranteed in life; Answers aren't.