

Home Visit Simulations to Orient First-Year Students to Community Health Nursing

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- To discuss the use & benefits of simulation-based learning in nursing education
- To describe two innovative home visit simulations
- To discuss debriefing strategies and highlights
- To describe feedback given post-simulation by students and faculty
- To discuss lessons learned and future plans

Simulation in Nursing Education

- an attempt “to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice.” (Morton quoted in Jeffries, 2007, p. 3)
- Simulations described in relation to the degree they match reality:
 - Low, medium & high fidelity (Jeffries, 2007)



Benefits of Simulation

- Practice in a safe environment prior to clinical experience – no risk to client
- Active learning
- Promotion of clinical reasoning, critical thinking and psychomotor skills
- Immediate feedback via debriefing
- Opportunity to put things together – link theory and practice

Nursing Simulation Research

- Higher student satisfaction with learning (Jeffries & Rizzolo, 2006)
- Some evidence (6/12 studies) of increased knowledge and critical thinking ability (Systematic review of literature by Cant & Cooper, 2009)
- More research needed to look at issues such as ideal student group size and a “universal method of outcome measurement” (Cant & Cooper, 2009)

Simulation Integration LSBFON

2006- 07	2007- 08	2008 - 09	2009 -10
Pilot of first simulations (emergency preparedness & high fidelity)	Actors/SPs communication	Full integration into year 2 (community and acute care)	Full integration into both years of program (every clinical course and one community theory course)

2009/10 CHN Simulations

► Entry Year:

- Home Visit to New Mom
- Home visit to older person with health concerns
- Vaccine Preventable
- Health Education : Heart Health

►Senior Year:

Emergency Preparedness:

- a) Teddy Bear Simulation
- b) Gas explosion in Toronto

Background to Home Visit Simulations (Fall 2009)

- Why? Few students have the opportunity to visit clients in their home
- Where did it occur? Community section of an entry level course (Lifespan 1 & 2) – week 8 of first semester
- What did it involve? Low fidelity simulations where students did role playing



Home Visit Simulation Objectives

- To practice therapeutic communication tailored to the home environment
- To practice general assessment skills related to care of mothers and babies, the older client & the home environment
- To gain an awareness of own attitudes and assumptions related to care of clients in the home

Home Visit Simulation Timeframe

- Briefing (15 min)
 - review rules
 - present objectives and case summary
 - brainstorming
- Simulation (10 min)
- Facilitated debriefing (25 min) – “heart” of simulation
- Evaluations (5 - 10 min)

Simulation # 1:

Home Visit with a New Mother

Simulation #2:

Home Visit with an Older Person

Debriefing

- Assists students to reflect on their activities so they can process the activities effectively
- Impt for learners to feel safe to discuss mistakes without fear – not evaluative
- Goals of effective debriefing:
 - Recognize and release emotions
 - Reinforce simulation objectives
 - Clarify information
 - Enhance critical thinking & problem solving
 - Foster reflective thinking
 - Link events to the real world

(Johnson-Russell & Bailey, 2010; Cantrell, 2008; Fanning & Gaba, 2007; Rudolph et al, 2006)



Sample Debriefing Questions

- ***To Actors:***
 - Overall, how did you feel about this visit?
 - What went well?
- ***To the 'Nurses':***
 - Overall, what did it feel like to be the nurse(s)?
 - Were you able to get through everything you planned for this visit? If not, why not?
- ***To Whole Group: (note-takers first)***
 - What are your general thoughts and reactions to the scenario?
 - What was this simulation about?
 - If we did it again, what would you do differently?

Student Feedback



Thoughts from Faculty



Future Plans



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Questions?

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