

Placing the person at the centre of care: learning from simulation



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How?



1. Simulated admission assessment with 'patients' (service users)
2. Formative assessment of developing skills by 'patient'
3. Simulated handover with tutors, practice partners, final year students and peers – with verbal formative feedback
4. Reflective activities to consolidate learning

Final day of 2nd year undergraduate 'Therapeutic Communication in Adult Nursing Unit'

Why?

'I want to feel heard and understood. I want to know about my options, and I want to be supported to make a decision based on what matters to me.'

A personal view of shared decision making



'I can plan my care with people who work together to understand me and my carer(s), allow me control, and bring together services to achieve the outcomes important to me.'

A narrative for person-centred co-ordinated care



Learning objectives



- enhance understanding of the importance of placing the person at the centre of care.
- gain understanding of the *patient's* perspective
- learn how to hand over key patient information to a *clinical team* using a structured approach
- reflect on experiences and identify areas for improvement
- apply learning to practice placement

Why simulation?

An opportunity to practice communication and interpersonal skills (during assessment and handover) in a safe, supportive, unpressured environment without risk to self or patient.





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- Initial focus group meeting August 2014
- Identified what mattered to ‘patients’
- Developed ‘patient’ feedback form
- Used to provide written formative feedback to nursing students on their developing communication and interpersonal skills.
- Since implementation, service users continue to influence through active engagement



Limitations

- “Service user involvement doesn’t just happen! But the outcome is definitely worth it!” (quote from Angela Warren)
- Heavily reliant on people on the day e.g. students, staff, service users
- Resistance from students to engage in ‘role play’
- Student perceptions of simulation as different to real life therefore not valuable
- Student anxiety about being assessed – even if only formative.

However with determination, team effort, effective planning and preparation of participants, these and other issues have been overcome.

Taking a patient's history: admission assessment simulation



https://www.youtube.com/watch?v=L_pCgzXqt5k&feature=youtu.be

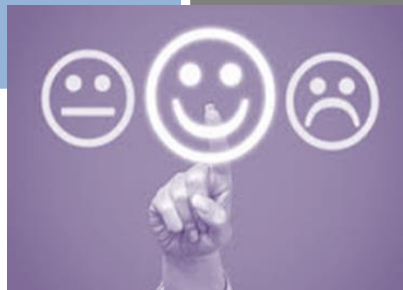
Evaluation

Tutor

What a buzz! Students returned on a bit of a high after the patient assessment. They seemed to have really enjoyed themselves and connected with their patients. Real life problems were raised e.g. not knowing the drugs patients spoke about. Lots of discussions about practice as a result.

Final year students

- Feedback from the service users and the staff after the simulation and handover allowed for students to reflect on how they performed ...this was extremely beneficial.
- If I had been given the opportunity this would have beneficially helped me



Evaluation

Students

- It helped me understand some areas of improvement that could help me in practice.
- Simulated assessment has been very helpful.
- Good to have feedback from the service user.
- The simulation assessment was the best part of the unit

Service users

- Safe and effective handover of patients in hospital/community is essential.
- This practical exercise for the students is an excellent way of helping them to develop the skills needed for this. It was a privilege for me to take part in this and I am so looking forward to the next one.



Andrea's perspective

Bournemouth University Carer & Service
User Partnership



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Any



Placing the person at the centre of care
Thank you for listening

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