

## MDHHS Debriefing Tool Scenario III

Intended Audience: Mental Health Nursing Students

### Scenario Objectives

1. Examine patient's access to care and barriers to care.
2. Assess educational attainment, language barriers, and health literacy concerns for mental health resources.
3. Explain how living conditions could impact mental health outcomes and QOL
4. Predict economic factors that can impact stress and coping strategies.
5. Reduce barriers to accessing care with the patient.
6. Connect positive factors that the patient has, including the strong community cohesion within the community.
7. Analyze culturally competent coping strategies specific to the patient.

### Tips for Faculty

Give participants a few minutes to read objectives.

Have it posted on a third point reference, if possible.

### Reaction Phase

- How did the simulated experience make you feel?
- What went well in the scenario?
- Reflecting on the scenario, were there any actions you would do differently if you were to repeat this scenario?
- If so, how would your patient care or communication change?

### Tips for Faculty

Facilitators should pause and allow students to express any emotions or initial reactions to the scenario first.

### Analysis Phase

### Tips for Faculty

<p>Scene 1:</p> <ol style="list-style-type: none"> <li>1. In the beginning, what social determinants of health did you notice in the environment that may impact the patient's health?</li> <li>2. How did seeing the patient's environment before the nurse-patient interview impact how best to help the patient?</li> </ol> <p>Scene 2:</p> <ol style="list-style-type: none"> <li>3. What community resources do you think would be helpful for the patient?</li> <li>4. In the testimonial video embedded within the patient interview, how do you think the situation discussed could impact one's mental health?</li> <li>5. How did the language barriers influence the interpretation of the GAD-7 and PHQ-9?</li> <li>6. How could you build on the strengths the patient has?</li> <li>7. How would you evaluate the patient at a follow-up appointment to determine if the discussed interventions have improved the patient's anxiety and depression?</li> <li>8. Did this create more empathy for patients in similar situations? If so, how?</li> </ol>	<p>Rundown buildings, which may be indicative of low SES; access to green space; transportation (bus); access to pharmacy and outpatient care</p> <p>Help determine what resources the patient has access to and what may or may not be feasible for the patient (other answers can also apply).</p> <p>Low-cost pharmacy; outpatient provider; walking group; support group</p> <p>Stress of trying to get access to the vaccine or being unclear on if the vaccine is safe can lead to anxiety.</p> <p>Clarity of responses would have been helpful. For example, when the interpreter answers "half the day" does he mean "more than half the days" or "nearly every day"?</p> <p>Encourage religious community involvement; praying; walking</p> <p>You could re-screen using the GAD-7 and PHQ-9 and see if the scores improved at all. You could also ask other open-ended questions about coping skills and stressors.</p> <p>This will differ for all students.</p>
<p><b>Consolidation Phase (Integration and Closure)</b></p>	<p><b>Tips for Faculty</b></p>

<b>QSEN/KSA Questions</b>	Additional questions addressing KSA and QSEN competencies related to the grant. You can pick the ones that work best for your students to use in the debrief.
<p>1. What factors did you identify related to communication with the patient?</p> <p>2. What are coping strategies specific to the patient in this scenario?</p> <p>3. What other interprofessional team members should be involved in this patient’s care?</p> <p>4. How could evidence play a role in determining the best clinical practice in this scenario?</p> <p>“Now let’s revisit the objectives of this experience...”</p> <ul style="list-style-type: none"> <li>● How can you apply the knowledge you acquired through this experience to real patients?</li> <li>● What is one take-a-way from the experience?</li> </ul>	<p>ESL Bengali is the primary language Need for interpreter</p> <p>Strong religious community Prayer Walking</p> <p>PCP, social worker</p> <p>The provider used reliable measures to assess for anxiety (GAD-7) and depression (PHQ-9).</p> <p>Go around the room and have participants state one take-a-way. Answers will differ among students.</p>