MDHHS Debriefing Tool Level IV

Community Health Nursing

*Intended Learner Population: This community health nursing virtual reality case scenario is intended for baccalaureate nursing students in their community health nursing course and corresponding clinical.

Give participants a few minutes to read objectives.

Have it posted on a third point reference if possible.

Scenario Objectives

1. Consider health equity by examining availability of healthcare services and health literacy.

2. Evaluate the availability of healthcare services and barriers to accessing care.

3. Evaluate language, educational level, and health literacy, and identify appropriate resources.

Tips for Faculty

1. The patient should have access to healthcare like others regardless of insurance and limited income, e.g. the patient was given a brochure of free clinics in his area.

2. The patient was given a brochure of free clinics in his area and though he does not have his own car, his son usually takes him where he needs to go, and when his son is not available, he can take the public bus.

3. The patient speaks English and Bengali, has a Bachelor's degree, and could pronounce his conditions and medications. Though not needed, the patient was offered assistance from an interpreter on site, and provided with a VIS in both languages. He indicated having trouble affording his medications and was provided a brochure of pharmacies in his area with discount medication programs. He also indicated trouble remembering to take his medication daily, and was counseled on various strategies to

	address this, which was evaluated with the teach-back technique.
4. Recommend nursing interventions that can modify living conditions.	4. The patient expressed trouble affording his medications and was given a brochure of pharmacies in his area with discount medication programs to help make sure he could still could still access the medications he needs. Even though he indicated getting less exercise than he used to, challenges with diet, and usually having to rely on his son for transportation, he was also given a brochure with a list of senior centers, which can provide assistance with socialization, exercise activities, meals, and transportation.
5. Develop nursing interventions to address food insecurity.	5. The patient was provided with resources including Bangladesh Dietary Guidelines, Meals on Wheels, and Urban Gardens in his area.
6. Distinguish barriers to accessing care for the patient.	6. Barriers include having a limited income, being in between insurances, and not having his own car.
7. Appraise positive factors that the patient has which impact health and wellness.	7. Positive factors include that the patient is getting some exercise (30 min/d x 3d/wk even though it should be 30 min/d x 5d/wk), practices Islam and is involved with his local mosque (spirituality, religion, some socialization), and receives support from/is close with his son.
8. Express growth in cultural awareness through identifying patient and environmental strengths and challenges.	8. The student interacts with a virtual patient that may be of another culture, who may look/dress, sound/speak a different language, and act differently (social and cultural norms), in a

	different environment (religious center-mosque) than they may be used to. This could also include use of Bangladesh Dietary Guidelines, VIS in English and Bengali, and the Asian American BMI cut-off.
Reaction Phase	**Tips for Faculty**
1. How did the simulated experience make you feel? 2. What went well in the scenario? 3. 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?	Facilitators should pause and allow students to express any emotions or initial reactions to the scenario first. Being this is a VR experience, you may explore their feelings using this type of equipment.
Analysis Phase	**Tips for Faculty**
Scene 1: Health History 1. What would you have done if the client only spoke Bengali? 2. Were there any additional questions you may have wanted to ask to get a brief health history that could have helped you to better assess the patient and counsel accordingly? 3. What patient and environmental strengths and challenges did you identify based on the information received from the brief health history?	1. Utilize an on-site interpreter to translate. 2. Students can ask about any medical conditions and current medications as well as diet and exercise, which can influence the education, counseling, and resources provided. 3. Strengths include that the patient practices Islam and is involved with his local mosque (spirituality, religion, some socialization), and receives support from/is close with his son. Challenges include this patient's wife recently died (he indicates he is lonely as they used to do so much together, and this has had an impact on his diet as well), and he does not have his own car.
Scene 2: Health Screening 1. Might there have been an easier way to have explained any of the health screenings or lab	1. For example, the student could briefly and simply explain BMI, HDL, and Gullain-Barre.

values that may have made it easier for the client to understand?
2. Based on the equipment you saw available, were there any other screenings you could have done?
3. Did you reference the clinical calculator to make sure you were interpreting the patient's BMI accurately and providing him with the correct information?

Scene 3: Counseling

1. What patient and environmental strengths and challenges did you identify based on the information received from the patient during the counseling?

2. Were there any other resources you could have provided to the patient to address his concerns or help substantiate the oral education you provided to the patient? If so, what might they be and where might you look for these resources?

3. What additional suggestions could you have recommended to the client to thoroughly address his concern (e.g. difficulty remembering to take his daily medications)?

4. Did you check his understanding of the education you provided on strategies to address his concern of difficulty remembering to take his daily medications?

Scene 4: Influenza Vaccination Administration

1. What information did you provide to the client prior to the vaccine? Which version of the vaccine information statement do you feel would be the most helpful for the client?

2. Screenings include blood pressure, height, weight, body mass index, blood glucose, and blood cholesterol.
3. There is a clinical calculator tab in the EMR tablet that allows you to calculate BMI and evaluate it according to the ethnic-specific BMI cut-off points.

1. Strengths include that the patient is getting some exercise (30 min/d x 3d/wk even though it should be 30 min/d x 5d/wk), and he is getting adequate sleep. Challenges include that he is on a limited income, is in between insurances, and is having trouble affording and remembering to take his medications.

2. Resources include brochures for Bangladesh Dietary Guidelines, Urban Gardens, Meals on Wheels, Senior and Community Centers, Library, Free Clinics, and Pharmacies with Discount Medication Programs. These resources can be found on a table in the virtual environment.
3. The student can describe various strategies for helping the patient remember to take his medications, e.g. timing it with something else he does everyday at that same time such as taking them with breakfast, using a weekly pillbox, crossing out each day he takes his medications on a calendar, and using a smartphone or other alarm, etc.
4. This could be checked with the teach-back technique such as the student asking the patient which strategies they discussed that he plans to try.

1. The student can tell the patient what influenza is, the best time to get the flu shot, how long it takes to be protected, and the most common side effect, and general infection

2. Were there any additional questions you may have wanted to ask the client to help determine his eligibility for the influenza vaccine?	prevention such as handwashing. The student can provide the VIS in English and Bengali. 2. The student can ask the patient if he had an influenza vaccine previously and if so, when it was; if he is feeling sick today; if he has an allergy to eggs or to a component of the influenza vaccine; if he ever had a serious reaction to influenza vaccine in the past; and if he ever had Gullain-Barre syndrome.
3. Was there any additional education you could have provided regarding the influenza vaccine? If so, what would it be?	3. The student can educate the patient that the flu vaccine be given in the dominant arm because it is likely to be moved around more and the extra movement will help work the vaccine into the muscle faster.
Consolidation Phase (Integration and Closure)	**Tips for Faculty**
QSEN/KSA Questions	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.

1. What factors did you identify related to communication with the patient?	Ask patient for preferred name and the language
	Access Bangladesh dietary guidelines and vaccine information statements in English and Bengali
2. How did you provide patient-centered, compassionate care for your client?	Provide emotional support to the patient after he states that his wife recently passed away
3. How could evidence play a role in determining the best clinical practice in this scenario?	The provider accesses the Bangladesh dietary guidelines and food pyramid, Asian American body mass index (BMI) cut-off, and VIS-Bengali translation
4. What other interprofessional team members could be involved in this patient's care?	Translator
5. What ways did you promote quality and safety practices in this experience?	Keep track of health screenings performed and influenza vaccine given for records
	Use of personal protective equipment
	Follow standard precautions for clinical practice
"Now let's revisit the objectives of this experience…." ● How can you apply the knowledge you acquired through this experience to real patients?	
● What is one take-a-way from the experience?	Go around the room and have participants state one take-a-way.