

MDHHS Debriefing Tool Scenario

Intended Audience: Fundamental/Foundational Nursing Students

Scenario Objectives

1. Understand factors that contribute to health inequity that the patient experienced within the home environment.
2. Identify patient's care needs and barriers to care
3. Describe a patient's educational attainment, language barriers, and health literacy concerns.
4. Identify conditions in the living environment which impact quality of life (QOL).
5. Recognize food insecurity, poverty and financial concerns impacting client's overall health.
6. Summarize various barriers to accessing care for the patient.
7. Identify positive factors that the patient has including alternative health practices and diet.
8. Recognize culturally appropriate communication skills and chronic diseases.

Tips for Faculty

Give participants a few minutes to read objectives.

Have it posted on a third point reference if possible.

Reaction Phase

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?
4. 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

1. How did the nurse show sensitivity to the client's values, beliefs and lifestyle? **(Objective 8)**

1. Strict eye contact is not appropriate for this population, the nurse avoided strict eye contact. The nurse had appropriate use of silence. The nurse reached out to shake hands which is acceptable. Student's should notice that the nurse didn't address the wife who was present at the visit and should have.

2. The following questions address cultural phenomena that may affect the interview setting and context. What were some of the things you noticed about the interview including the environment and the non-verbal cues of the nurse? **(Objective 8)**

2. The nurse outlined the time, plan and purpose of the interview. Equal status seating was provided. Social distance of 4-12 feet was maintained.

3. How do you determine the need for a translator and what could be used? **(Objective 2, 3, 6)**

3. Individuals with limited English proficiency and other communication needs may require language assistance services. These can be made available by iPad, iPhone or in-person. Avoid using untrained individuals and/or minors as interpreters. ESL can be a barrier to seeking care. Identify how lack of translators impact a patient's ability to seek and obtain healthcare services.

4. What are barriers to seeking care for this patient: insurance, language, and/or cultural? **(Objective 1, 2, 3)**

4. Lack of health insurance, lack of car/dependent transportation, limited English speaking, cultural stigma, health literacy concerns, and living on a fixed income. The patient needs to have BP checked regularly and possibly prescribed medications from a primary provider.

<p>5. What is the importance of religious practices with individuals who practice Islam and for the patient/family in the video? (Objective 7)</p>	<p>5. The 5X/day prayer ritual. Connect with classroom content and patient response in video. Connect to mental health, well-being and self-care. Discuss how patients who practice Islam typically do not use drugs or alcohol and suicide is forbidden.</p>
<p>6. What forms of mass transportation did you see? Parks? Green spaces? How would neighborhood influences help or hinder physical activity? (Objective 1, 2, 4, 6)</p>	<p>6. Metro buses, trains, and cabs were noted in the video. These modes of transportation would help individuals get to appointments. Information provided in the video highlighted the Community Partnership Program and the Detroit Department of Transportation. Green spaces noted for walking or playing sports. Zussman Park and Pope Park filmed.</p>
<p>7. What are some of the indicators of poverty in the scenario that you saw in the video? How disproportionate is poverty among Asian Americans compared to other ethnic groups? (Objective 1, 2, 4, 5, 6)</p>	<p>7. Refer to facts/statistics presented in the video on economic stability. Guide students to reflect on the condition of sidewalks, age and condition of homes, condition of buildings and stores, types of stores, etc. in the video of Hamtramck. Discuss the need for food assistance. Discuss fixed income and impacts on ability to purchase fresh fruits and vegetables. Discuss health inequity as “systematic differences in the health status of different population groups.” This means that certain groups experience worse health and increased difficulty accessing healthcare as a result of the systems that influence their lives.</p>

<p>8. What indicators present impact food security or availability? (Objective 1, 4, 5, 7)</p> <p>9. What are the social support networks for the patient? (Objective 4, 7)</p>	<p>8. Refer to facts/statistics presented in the video on food insecurity. Discuss food stamps and impacts of buying food. Guide students to reflect on the video and note types of grocery stores, fresh fruit and vegetable stands, and impacts of nutrition on the patient's appearance.</p> <p>9. Wife, grandson, and mosque/religious community. Discuss how individuals need social support to discuss health issues and concerns. Discuss any stigma's associated with health concerns for patients who practice Islam.</p>
<p>Questions Related to Health Literacy</p> <p>In the video, the patient received an educational brochure. There was a live link for students to view the materials. Have students review brochure if they have not and discuss the following questions.</p> <ol style="list-style-type: none"> 1. Do you think the patient education tool reviewed was developed at an appropriate level for most patients to understand? Why or why not? 2. Describe the methods of communication used in the tool. 3. Put yourself in the role of the patient with the diagnosis/health issue being addressed in the educational tool. After reviewing the tool, what additional questions do you have about the diagnosis/healthcare? 4. Did the tool tell you where/how to get your questions answered? 5. Do you think the method provided for follow-up was appropriate for most patients today? 6. If you were to design this educational tool for patients, what would you do differently and why? 7. Is health literacy an issue that impacts health outcomes for Asian Americans, why or why not? 	<ol style="list-style-type: none"> 1. No; not all languages available. 2. Written/text; Visual- no auditory. 3. Open ended question; seek out creative and problem-solving thinking. 4. Discuss barriers to care if patients do not know how to get questions answered or if ESL and no translator is present. 5. Discuss impacts of ESL and health literacy, discuss article. 6. Open-ended question, seek out creative and problem-solving thinking. 7. Reflect on article. Open-ended question, seek out creative and problem-solving thinking. Connect to didactic content regarding health literacy.
<p>Consolidation Phase (Integration and Closure)</p>	<p>Tips for Faculty</p>

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.
<p>1. What factors did you identify related to communication with the patient?</p> <p>2. Think about your own level of skill in communicating with patients and families who need interpreting services. What are 2-3 alternative options to use?</p> <p>3. How do you improve your own communication skills</p> <p>4. What potential problems could arise due to the patient's reduced exposure to sunshine and risk for Vitamin D deficiency?</p> <p>5. What other interprofessional team members should be involved in this patient's care?</p> <p>6. What are some personal strengths of the nurse and limitations of the team member to help this patient navigate health issues/concerns?</p>	<p>1.ESL Bengali is the primary language Need for interpreter</p> <p>2.Policy & procedure in acute care settings Health department policies Language Line Cyracom (blue phones in acute care)</p> <p>3.Seek continuing education on The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS), cultural competence and interpreting services Conduct a seminar on communication with ESL patients.</p> <p>4.Hypocalcemia, bone demineralization and osteoporosis</p> <p>5.Dietary, case management/patient navigator, behavioral psychology, community health department services (Registered nurse/nurse practitioner)</p> <p>6.Strength: Interviewing skills, observing of non-verbals, knowledge of disease process, knowledge of medications, and knowledge of resources. Limits: Language barriers, in-depth knowledge of cultural practices.</p>

7. How could evidence play a role in determining the best clinical practice in this scenario?

7. Review textbook chapters on interviewing skills, cultural biases, and cultural awareness. Review AHA recommendations for treatment of disease (hypertension). Follow CDC dietary guidelines. Use information from health literacy article to guide knowledge related to health literacy and patient outcomes.

8. How did the nurse in the scenario impact patient outcomes through communication and awareness of health literacy?

8. Nurse provided information on hypertension, used a certified interpreter, and provided education regarding not sharing medications.

“Now let’s revisit the objectives of this experience....”

Go around the room and have participants state one take-a-way.

- How can you apply the knowledge you acquired through this experience to real patients?
- What is one take-a-way from the experience?