

Overview

Target Audience: 2 x Master of Nursing Science, Speech Pathology, Social Work Students

Estimated pre briefing time: 30 minutes

Estimated simulation time: 60 MINUTES

Estimated debriefing time: 45minutes

Setting: Inpatient Adolescent Mental Health Ward

Simulation method: Standardised Patient

Brief summary of scenario

What is the problem? (in lay terms) Taylor has diabetes and dyslexia and a personality disorder which led her to self harm, Taylor feels overwhelmed and angry with her situation

Who is involved? Taylor – she does live with her mum and Brother Seb, 13.

What is the significance of the problem? Stressed and angry about school- unable to read properly, diabetes was until recently uncontrolled and she always felt unwell. Over whelming urges to cut/harm self

What is the intended course of the scenario? Taylor will receive education and information from the inter professional health team. Taylor will initially be difficult to communicate with and as the Interprofessional team liaise with her they will gain her trust – resulting in Taylor being more receptive and communicative to the Interprofessional team.

Patient story

Who is the patient? Taylor Swift aged 15

Explain the experience i.e. **what has happened with the patient?** Taylor has been diagnosed with emerging personality disorder, she has Diabetes type 1 and is insulin dependent, she also has dyslexia **what is the impact on the patient?** In the past Taylor didn't adhere to her Diabetes regime, in part because she couldn't understand or read the dosages and or care plan that was written for her. She also feel very alone, and that no one likes her, this really makes her angry at times , this time it was a little different as she felt an urge to hurt herself. **What is the expected course for the patient?** The Nurse in the acute hospital helped her understand her diabetes and insulin. Taylor will begrudgingly accept the help and advice she is given from the Interprofessional team

Explain all medical terms.

Learning objectives

When participating in this simulation, it is anticipated that the students will achieve the following objectives:

Interprofessional Objectives (working together as a healthcare team)

- **Interpersonal and Communication Skills:** Consistently communicates sensitively in a responsive and responsible manner demonstrating the interpersonal skills necessary for interprofessional collaboration
- **Patient-Centred and/or Family-Focused Care:** Through working with others negotiates and provides optimal integrated care by being respectful of and responsive to patient/client and/or family perspectives, needs and values
- **Collaborative Decision Making:** Establishes and maintains effective and health working partnerships with other professionals whether or not a formalised team exists
- **Roles and Responsibilities:** Consults, seeks advice and confers with other team members based on a clear understanding of everyone's capabilities, expertise and culture
- **Team Functioning:** Uses team building skills to negotiate, manage conflict, mediate between different interests and facilitate building of partnerships within a formalised team setting

In addition, the focus for each health profession will be:

Discipline Specific - Speech Pathology

Speech Pathology to conduct a communication interview with Taylor to complete an initial screening of the patient's communication skills.

Discipline Specific - Social Work

- To discuss with the client ways to manage her behaviour

Discipline Specific - Nursing

- Mental health assessment and ISBAR hand over to the Interprofessional team.

Setting

Describe the setting. Adolescent Mental Health Ward- which looks exactly like a normal hospital ward
Will there be any equipment? Some assessments will be carried out by the team- nothing physically invasive. Respond to the questions as if you are angry can't read and comprehend, and embarrassed of having Diabetes- you do not have any friends either. You love your room and TV and the internet.

Will the patient have any attachments? no

Do they need to provide any clothing? Come in comfortable track pants, shoes and t-shirt, don't brush your hair or wear makeup- need you to look like you don't really care about much at all.

Start, Middle and End

How will the scenario start? The nursing students will conduct a mental health assessment on you

What is the expected progression of the scenario? The Interprofessional team will conduct discipline specific assessments with you and then communicate the findings within the Interprofessional team- concluding with Social Work Assessment

How will it end? Social work will conduct their assessment with you and make some final recommendations- which by this point Taylor is amenable to

Other important information

Please note that the encounter will be audio/visual recorded. This video footage will be streamed to a viewing room, where students and staff not directly participating in the simulation will view the footage (e.g. students who will enter the room at a later time, staff members involved in debriefing). The video footage may be used for feedback and debriefing related to the simulation. This footage will not be used for any other purposes (e.g. future teaching activities, marketing) within your informed consent.

Following the simulation scenario, students will be given the opportunity to debrief and receive feedback on their performance. There is no expectation that you participate in this feedback. However, if you have participated in or received training in providing student feedback before and wish to become involved in this process, we would gladly welcome your involvement.

Some scenarios may involve the ingestion of liquids or foods. If you have any intolerances/ allergies / dietary requirements that may impact on your role, please inform the staff involved.