

DIABETES EDUCATION ON THE OTHER SIDE OF THE MIRROR - A MULTIPLE CASE STUDY

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Aim & Method



Aim: The aim of this study is to present the strategies and effects of the formation of diabetes education skills by nursing students, during classes in the UWM Medical Simulation Centre, with a standardized patient.

Method: A multiple case study was used in this study. The observation included 35 nursing students (4 group) of the first year of the second degree. The object of the study was a qualitative analysis of the students progress in improving their patient education skills. The author's lesson plan and assessment tools were used, taking into account the safety and effectiveness of a patient education.

Evaluation of educational outcomes



Professional Activities	„Milestones”	Milestones in the group			
		Gr1/4	Gr2/5	Gr3/5	Gr4/4
Effectiveness of education	Knowledge based on scientific facts	YES	YES	YES	YES
	Attention to the patient's needs	1-0-3-6	0-0-5-7-6	1-2-4-5-7	1-3-2-3
	Contracting self-management goals and personalising recommendations	0-2-2-4	1-0-3-4-7	4-5-7-6-7	6-4-4-6
Communications	Adequate verbal and non-verbal attitude of the student educator	4-5-3-4	4-2-0-1-0	0-3-1-1-0	5-5-2-3
Patient safety	Consulting clinical discrepancies with the treatment team	1-1-0-2	2-0-1-0-0	0-2-1-2-4	0-3-2-0
	Giving information which endangers the health or life of the patient	0-2-0-0	0-0-1-0-0	1-0-0-0-0	0-0-0-1

- Gr 1/ 4 - group no. / number of educators

Result



The following behaviours were observed in the qualitative assessment of student progress:

increased attentiveness to patient needs,

contracting self-management goals with the patient and personalising recommendations,

gradually introducing the element of consulting clinical discrepancies with the therapeutic team and responding to knowledge gaps,

responding to inadequate statements made by the student-educator,

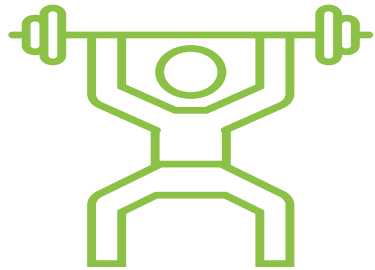
using constructive assessment of student behaviour- without judging the student.



Conclusions

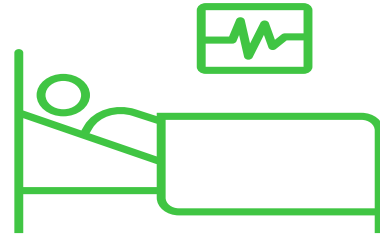


Strengths (S)



intended student learning outcomes were achieved especially in the areas of: effectiveness and safety of patient education, communication and student self-criticism.

Weaknesses (W)



*generating additional costs in the form of remuneration for the standardised patient.

Opportunities (O)



learning from student's mistakes without harming the patient, increasing student's freedom while performing the task - observing the student through a venetian mirror.

Threats (T)



failure to adapt the lesson scenario to the individual skills and needs of second level students with work experience