

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

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Background

In striving to achieve the highest standard of education for people with diabetes, attention must be paid to the quality of professional training of nurses and midwives - future educators. Epidemiological constraints during the SARS-CoV-2 pandemic limited the opportunity for direct contact between students and patients on the hospital ward. The reorganisation of practical training had to focus on maximising the use of classes at the Medical Simulation Centre. The key idea was to maintain the level of practical training by mapping the mechanisms of diabetes education with the patient as closely as possible.

Aim

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

Method

A multiple case study was used in this study. The observation included 35 nursing students 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 education in diabetes.

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

A SWOT analysis was used to structure the 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.