

Care of Veterans: A Patient with Post Traumatic Stress Disorder and Depression in a peri-operative scenario

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Disclosures

- Conflict of Interest – all authors report no conflict of interest
 - Stacey Knight, DNP, RN, CNE
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 - Gloria Morris Green DNP, RN
- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest
- For Successful Completion
 - Attend 100% of session
 - Complete online evaluation

Learning Outcomes

Upon completion of this educational activity, participants will be able to:

1. Examine the history of Care of Veterans related to the academic setting and the use of Modeling and Role Modeling by students in a High Fidelity Simulation (HFS).
2. Evaluate the use of High Fidelity Simulation involving a Care of Veteran Scenario in an Adult Medical Surgical course with a focus on mental health concepts.
3. Analyze student satisfaction of the Care of Veteran HFS and debriefing experience.

To know them is to care for them better

- History of Veteran Care in Curriculum
- Impetus for change
- Recommendations for curriculum
- Modeling and Role Modeling



Preparatory & pre-briefing activities:

- Review of pre-op checklist & nursing assessment
- Pre and post-op nursing care for amputees
- Care of Veterans with PTSD
- Review of medications
- Assigned readings for PTSD screening & referral to health care providers <http://www.ptsd.va.gov/professional/provider-type/doctors/screening-and-referral.asp>



Implementation

- 2nd semester Care of Adult Med/Surg students who are also enrolled in Behavioral Health course.
- 24 Y.O. veteran scheduled for a BKA after chronic non-healing wound from IED detonation during deployment to Iraq.
- While performing pre-op teaching and prep for surgery, student realizes patient does not understand the extent of surgery.
- Patient exhibits symptoms of PTSD while students complete pre-op checklist, administer pre-op meds and perform holistic comprehensive nursing assessment.



Student Objectives

- Therapeutic communication with patient & family
- Complete holistic assessment & pre-op checklist
- Administer prescribed pre-op medications
- Recognition for need to contact primary care provider
- Use of SBAR with health care provider
- Use of Primary Care PTSD Screening tool



High Fidelity Simulation



High Fidelity Simulation



7077

Debriefing Sessions

- Faculty facilitated
- 1.5-2 times scenario
- Scripted Debriefing
 - Setting the Scene
 - Reaction
 - Description
 - Analysis
 - Outstanding Issues
 - Application/Summary



Debriefing Tools for Peer Assessment

- Peer review form
- Students review one role in simulation
- Complete section for role being interviewed

MET

NOT MET

NA

Peer Reviewer: _____

Team Leader: _____

(Print Student Name)

- **Introduces self to patient and family**
- **Obtains a thorough, comprehensive report**
- **Reports findings to physician using SBAR**
- **Obtains orders from physician using RBVO**
- **Delegates as appropriate**
- **Analyzes patient's record**
- **Washes hands as appropriate**
- **Wears PPE as appropriate**
- **Uses Modeling and Role-Modeling to effectively interact with patient and family**

Student Evaluation Data

- Simulation survey data
- Measures if best simulation design was implemented
- Based on students' perception
- Importance to students
- Forty-three (43) questions
- Opinion Scale/Likert Scale
- Students asked to provide any comments on what they appreciated most or least about the simulation

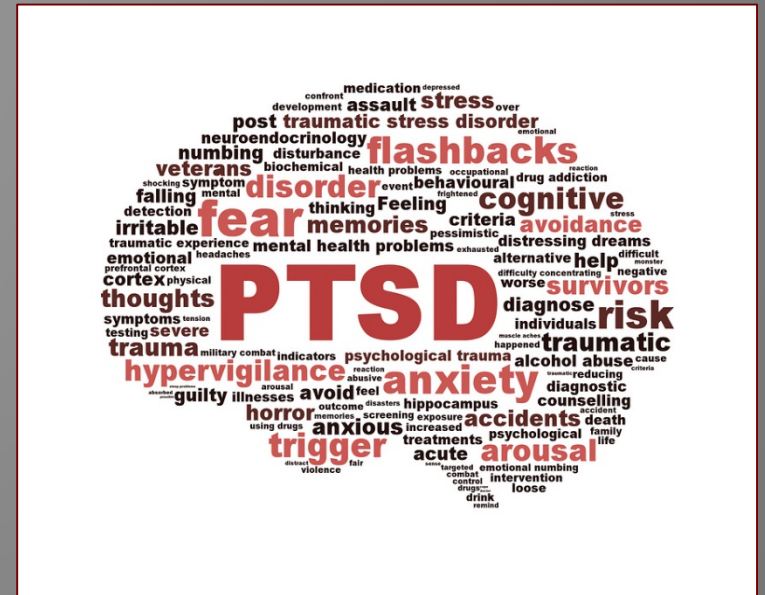
Example of Student Evaluation

The simulation allowed me the opportunity to prioritize nursing assessments and care.

<u>Answered</u>	<u>Percent</u>
1. Strongly Disagree	0%
2. Disagree	0%
3. Undecided-Neither Agree nor Disagree	5.714%
4. Agree	35.714%
5. Strongly Agree	52.857%
6. Not Applicable	1.429%
Unanswered	4.286%

Strategies for the Future

- Clarification of students role
- Use of Standardized patients (SP) versus students
- Trigger for PTSD (door slam)



Questions or Comments?



“Not all wounds are visible”

Supportive documents and references on handout

