So What’s Behind the Mask?

Day Surgery Nurses Association Inc. NSW Conference: *Education into Practice*

©Reid-Searl K 2010 CQUUniversity Australia
Dr Kerry Reid-Searl
(RN,RM,BhIth Sc, MClin Ed,Phd,MRCNA,FCN)
Day Surgery

- Anxiety
- Fear
- Foreign
- Unknown
- Unfamiliar faces
- Unfamiliar smells
- Unfamiliar language
- Privacy and clothing
- Being a number

©Reid-Searl K 2010 CQUniversity Australia
Personal Reflection

• A nightmare to a dream
  – My son’s story
  – My own story

©Reid-Searl K 2010 CQUUniversity Australia
The Simple Things

• Care at all levels by all personnel
• Communication
  – Verbal/non verbal
  – The initial greeting to discharge
• The environment
• The privacy
• The relatives

©Reid-Searl K 2010 CQUniversity Australia
Preparing Beginners - The Fundamentals

• First Years
• No/minimal previous Experience
• Clinical –simulated only
• School leavers
• Mature Age
• International

©Reid-Searl K 2010 CQUniversity Australia
The Focus

• Therapeutic communication skills - integral to every practical skill taught
• The simple things
• Taking off the skin

©Reid-Searl K 2010 CQUniversity Australia
Outline of the course

- Patch Adams
- A ‘crabbit old woman’
- Holism
- Simulation- Constructing Reality
Simulation

- Constructing reality
- Dress up Box
- The 3 D’s
- Simple to total immersion

©Reid-Searl K 2010 CQUntiversity Australia
Simple

- The Stoma Experience
- A Simple Prop

©Reid-Searl K 2010 CQUniversity Australia
Total Immersion through Mask Ed

©Reid-Searl K 2010 CQUniversity Australia
High Fidelity Patient Latex Simulation

- Life-like commercially prepared latex masks and body parts adorned over the teacher/educator as a means to mimic real human situations and responses.
- The latex enables the educator’s face to be masked.
The History

• 7 years in the making
• Iva Sore
• Solid masks
• LATEX
The Key Elements

- Valuing different learning
- Making sense through reality
- Following a Mask Ed approach
Uniqueness

- Non rehearsed scripts
- Educator behind the mask
- Interactive
- Immediate
- Real
- SAFE
- Critical thinking
- Unique side effects
Does it Work?

- Teaching evaluations - overwhelmingly YES
- Research
  - Teaching and Learning grant
• Teaching and Learning Grant
  • Kerry Reid Searl, Anne Eaton (PI)
  • Lea Veith (RA)
• Undergraduate nursing students-
  – Previous 3 years
  – Face to face Exposure
• Ethical considerations
• 3 focus groups
• Thematic analysis
• Pilot questionnaire- academics
Findings

- **Core themes**
- Teacher
- Character
- Learner
- Teaching process
- Learning
- Reflection

©Reid-Searl K 2010 CQUniversity Australia
The Teacher

The character

The Learner

The Teaching Process

The Learning

Reflection

©Reid-Searl K 2010 CQUniversity Australia
Teacher

- Knowledge of the teacher
- Medium behind the mask
- Directs the learning process
- Understand teaching and learning
- Timing
Student 5

• ... it can’t just be anyone under the mask ...[the teacher has] got **the knowledge** there, ... she knows which path, what we’ve got to ask, which path we’ve got to go down so the experience needs to be under the mask but while keeping it real for us.
Learner

- Initial fear and confrontation
- Builds confidence
- Creates and reduces fear
- Takes out of comfort zones
- Touches on emotions
- Prepares for clinical
Student 4

- I actually think the first initial introduction was fantastic because it was such a shock to everybody... nobody knew what to expect ...and it was like, ... this is what you are going to expect to see when you go out into a hospital. You could see this character any day, in any hospital, or health care centre ... and I think that was just great. We just loved that.
Character

• Realistic
• Confrontational
• Never the same
• Unpredictable
• Humanistic
• Humorous
Student 5

- ... the confrontation ... making you think ... outside the box, that everything isn’t black and white, that sometimes you do have to, ... go a different way about getting the information that you want or to learn things or something like that.
Teaching Process

• Fun
• Learning styles
• Dynamic- ever changing
• The context
• Capturing moments
• Here and now
Fun

Student 1

• I don’t learn by sitting in a classroom reading a power point, I like to interact, ... especially when there is fun involved I find it sank in so much more when, ...it was so much fun and it was a real talking point, it was a real highlight

©Reid-Searl K 2010 CQUniversity Australia
Student 2

• ... it does seem to almost feel as if you are in the situation, and you’ve kind of taken everything you learnt so far and trying to use it and trying to gather everything you can by the way they say it, how they say it, what they’re wearing, what they smell like you know. Feel it, touch it, see it, do it almost.
Dynamic

Student 2

- ... it changes, **it’s never the same**, even though we still have Cyril however often we have him, the scenarios changed constantly, and, and, and so there was just that that continual learning. You never felt like you could get enough of him. Like you just wanted to see him. It didn’t matter whose lab he was in, if you got a chance to see him, you’d go and see him cause you’d never, ... take it all in, you just get more and more every time you watch him

©Reid-Searl K 2010 CQUuniversity Australia
Learning

• The bigger picture
• Beyond the text books
• The simple things
• Critical analysis
• Real
• Safe
• Make mistakes
• Shared learning
• Holism
• Communication
• Embedded
The Bigger Picture

Student 3

• ... they make you look at the **bigger picture**, not just the person sitting there, ... you listen to what they are telling you and ... clues that they give you about their family situation, and their living arrangements and, you know, whether they have food at home. It just helps you to sort of hone those skills.
Beyond the Textbooks

Student 3

• ... it takes you out of your comfort zone. But I think it also, it gives you an opportunity to learn things that a text book will never teach you. ... you’ll never learn and get those skills to interact ...you know do the whole holistic nursing you know.
Student 1

• ... Cyril really reinforces the simple things that are so easily overlooked, that is why it is really so effective. I mean your communication, your touches, your posture, ... just the really simple things that are so easily overlooked. He puts them into the limelight.
Student 4

• ... I work in aged care and I think, one of the things that we learnt ... Cyril saying like, have you put the brakes on the bed? Have you done this, ... And now in my position at my work, one of the things, the first things I think of, are the brakes on, ... you know like these just basic things, are they done? ... And I do it now without thinking ...
Reflection

• Personal reflection - strengths and weaknesses
• Laughter and remembering
• Memory recall when in the real clinical context
Reflection

Student 6

• ... it allows you ... to also look at yourself and how you are dealing with that ... you can then also go away afterwards and analyse yourself ... and you know how you’ve approached it and what could’ve done differently.
Reflection

Student 1

• ... we could **reflect on ourselves** like, almost identify our weaknesses, hey I need to work on this. I need to work on my communication, need to work on my thought processes.
Where to Now?

- Validation
  - Research and publication
- Transferability
- MaskEd
- Staff development
Acknowledgments

• CQU University Australia
• Ms Judith Applegarth
• Ms Colette Le Page
• Lea Vieth
• Annie Eaton
• No matter what we do or say, it is the client that has the last say in how we as members of the health care team make a difference.