Dare to be different: taking the plunge to teach wound management using some novel strategies
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Background

My Story...
• Why tell my story...

• It’s about:
  – Self fulfilling prophecy
  – Considering individuals and their differences in learning styles
  – Accommodating diversity
  – Using authentic and productive pedagogies that allow students to ‘make sense’ of the subject matter.
Where to Start...

- Developing a teaching/learning model to make sense and validate why I use a variety of teaching learning strategies
‘Making Sense’

• An inductive reciprocal teaching learning model currently in development
  (Reid-Spiers and Reid-Searl 2010)
The ‘Making Sense’ model is about...

- Valuing the multiple intelligences
- Making sense through the senses -
- Interrelated stages of teaching/learning prior to assessment
Making Sense; A Reciprocal Teaching Learning Model

8 ‘ates’ to educate
Ways of Learning
Multiple Intelligence

(Reid-Spiers & Reid-Searl 2010)
Multiple Intelligences

- kinaesthetic
- logical
- spatial
- musical
- linguistic
- naturalistic
- inter personal
- Intra personal
- Gardner
Ways of Learning

- Let me hear it: auditory memory
- Let me see it: visual memory
- Let me do it: kinaesthetic memory
- Let me touch it: tactile memory
- Let me feel it: emotional memory
- Let me say it: verbal memory

(Reid-Spiers & Reid-Searl 2010)
The 8 ‘ates’ to educate

Motivate
Co-operate
Articulate
Demonstrate
Translate
Regulate
Formulate
Speculate

(Reid-Speirs & Reid-Searl 2010)
• ASSESSMENT THEN FollowS
Applying the Model

Who are the learners?

School leavers, mature age, first time university students, no previous nursing experience

What is the content?

Fundamental skills to be covered including
• pressure ulcer risk assessment
• falls risk assessment
• basic wound care
• stoma care

What mode of delivery?

• Internal and External students
• Labs, Lectures, ISL delivery, on line Moodle
A Variety of Teaching Strategies

• Written Resources
• DVD/Videos
• Lectures /ISL
• Web links
• On and Off Campus Laboratory Activities
  – Role play
    • The ‘Stoma Experience’
    • The use of HFPLS
Show casing ‘role’ as a strategy

• Two extremes- a simple prop to total immersion
  – The Stoma Experience
  – High Fidelity Patient Latex Simulation
The ‘Stoma’ Experience

• No previous knowledge
• Setting up the environment
• The challenge- teacher & learner role
• Articulating- ‘48 hour challenge’
• Demonstrating prior to application
• Translating
• One week later- regulating, formulating and speculating
The ‘Cyril’ Experience- HFPLS
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 and in turn a personality of a patient is created along with a history.
Key Success Factors

The teacher behind HFPLS:

- Knows the content
- Mimics reality
- Has a clear health history
- Understands the learner & learning process
- Can respond to the challenges
And...understands the process:

### The eight ‘ates’ to educate

- **Motivate**: Creates an environment conducive to learning
- **Co-operate**: Shares expectations
- **Articulate**: The what and the why
- **Demonstrate**: The how, the when the where
- **Translate**: What did I say? what did I do? can I clarify?
- **Regulate**: Have a go - guided practice through role
- **Formulate**: Put it altogether – reflect and review
- **Speculate**: What if?, what about?

(Reid-Speirs & Reid-Searl 2010)
And... uses:

- Let me hear it
- Let me see it
- Let me do it
- Let me touch it
- Let me feel it
- Let me say it  (Reid-Speirs & Reid-Searl 2010)
Uniqueness of HFPLS

- Non rehearsed scripts – audience-specific
- Interactivity
- Immediacy, reactivity
- Meaningful and memorable
- Enhanced learner engagement
- SAFE
- Clinical reasoning
Further work completed or in progress

The building of a DVD- ‘Cyril Smith’
Muriel Moana- More
Dudley Dawes- Curtin University
Current Research

- Teaching and Learning grant
- Faculty research grant
- Applied ALTC
Where to Now?

• Validation
• Transferability
• Resources affordable, realistic and usable
• Staff development