



جامعة الجزائر 1909
ALGIERS UNIVERSITY

An example of
simulated learning (play role)

N.Hached, B.Benhabyles
University of Algiers 1- Faculty of medicine
Algiers – Algeria



Play role



Introduction

At the end of their training, nurse students acquire the know how, thanks to their theoretical and practical learning practice

Later on, during their professional exercise due to repetition of acts, they acquire complete control of them so much that they trivialize them, exposing the patient to risks , as zero risk does not exist

Aim of the good practice

Find a learning method that can arouse the nurses' interest to a less risky behavior assuring their own and the patients' safety

It appeared fundamental that the pedagogical approach be :

- **non blaming**
- **funny**
- **playful**

Description of the teaching practice

This is how we came to the idea of a simulation

- caricaturizing the act
- by exacerbating the mistakes

in order to bring the nurses to **meditate** over their practice

Description of the teaching practice

Theme

Chosen deliberately : **Insertion of peripheral venous catheter (CVP)**

- a frequent treatment proceeding
- an invasive act, 27% of patients with these catheters
- a multi-infection risk
- the infection can endanger the patients' life

Description of the teaching practice

Scenario

The drafting of the scenario was the longest and the most important step

It required

- analysis of the medical act
- precise identification of each steps
- determination at each step of the possible mistakes with an infectious risk for the patient and the nurse

Description of the teaching practice

Scenario

For example

Before proceeding to this medical care
one must wash the hands which
requires 3 prerequisites

- no jewels in the hands or wrists
- short nails without varnishing
- short sleeved blouses



Description of the teaching practice

Scenario

The reverted situation is illustrated in the scenario no prerequisite is respected



Description of the teaching practice

Interpretation

The role play is interpreted by 2 nurses

- one as a patient
- the other in her own role

The role play has been tested before training within the working group in order to improve it

Description of the teaching practice

Interpretation

After 3 trainings, because of

- time
- availability constraints

the simulation has been recorded into a short film of 4 minutes

however if it is less attractive than the play role

Description of the teaching practice

Procedure : organization of the simulation session

Each training session lasts 60 mn

It is composed

- Briefing: presentation of
 - The objectives of the session
 - The procedure
- Presentation of the play role (later the film)
- Debate on the mistakes
- Debriefing
- Presentation of a pedagogical film showing the universal practice , which lasts 15 minutes

Logistical and practical resources

The presentation of the simulation

- took place in a classroom
- required at least 3 persons : 2 for the role play
1 for organization
- required all the material needed for the insertion of the CVP

Audiovisual materials were necessary for the elaboration of the short film

Time to implement the teaching practice

For the drafting of the simulation

- Collaboration of medical and paramedical volunteers
- From different specialties for the identification of the infectious risk
- Duration approximately 20 hours

Results

At every session, we noticed

- an interactive participation
- exclamations
- laughter and self-derision

After the simulation,

the debriefing shows **awareness**

- nurses recognize themselves in the mistakes
- admit that they have to correct their attitude

Results

The evaluation of each of the trainings has been positive

The participants

- were satisfied
- wished to participate themselves in preparation of similar activities about other themes

Results

These positive appreciations have encouraged us to reproduce the training for students of nursery in their last year

Results

The results have been convincing , the students appreciate this pedagogical method

- same reactions
 - an interactive participation
 - exclamations
 - laughter
- sensitization at the risk

Results

They suggested us that the pedagogical film should be done by the same team , with the same materials: (to show the possibility to improve the insertion with the same person and the same material)

They understood that is essentially a behavioral problem

2 students have chosen the theme as graduation memory: to test the drafting without mistakes , they noticed no infection

Conclusion

The generalization of this positive pedagogical approach by mistake is *feasible*

however it

- requires time for
 - the preparation
 - the implementation
- depends on the *good will* and *availability* of the teachers