



# But how does it feel?

The use of simulation to develop insight and compassion in nursing students prior to their aged care placement.

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# Introduction and background



My role

Older adult forecast

1<sup>st</sup> year nursing students first placement in aged care

Eager students – best practice versus reality

# So how do we teach this/provide the environment for them to learn what it is like?



MOBILITY AND  
STABILITY



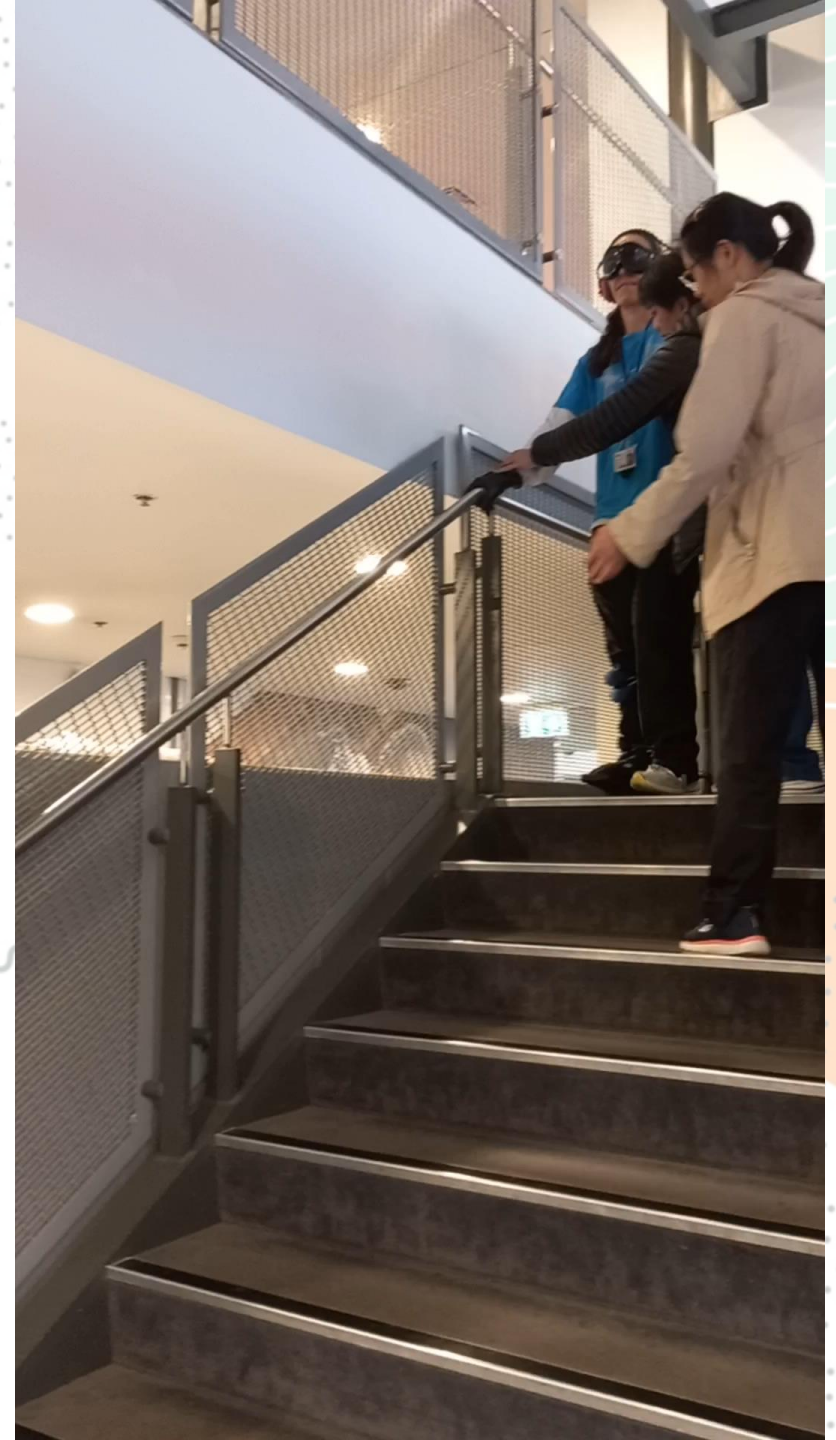
CONFUSION AND  
FRUSTRATION



QUALITY VS QUANTITY  
OF LIFE



# *Mobility and stability* Older adult suits



## *What the students said...*

“I realised that frustration on both perspectives are never personal to that specific person and to take a step-back to compose myself”

“I was feeling very unsafe, vulnerable and was frustrated to have to rely on someone to carry out my daily tasks”

“I felt suffocated, useless, anxious and frustrated”

“everything was not easy”

“If I have more experience to deal with impaired patient, I would be more helpful for them”

“I didn't trust my carers”



# Mobility and stability

# TENS Machine

## *What the students said...*

“(It) showed how difficult it is with any muscle tremors”

“(The activity highlighted) the difficulty performing a normal task of getting food to your mouth and how this could effect the mental health and eating habits of an individual”

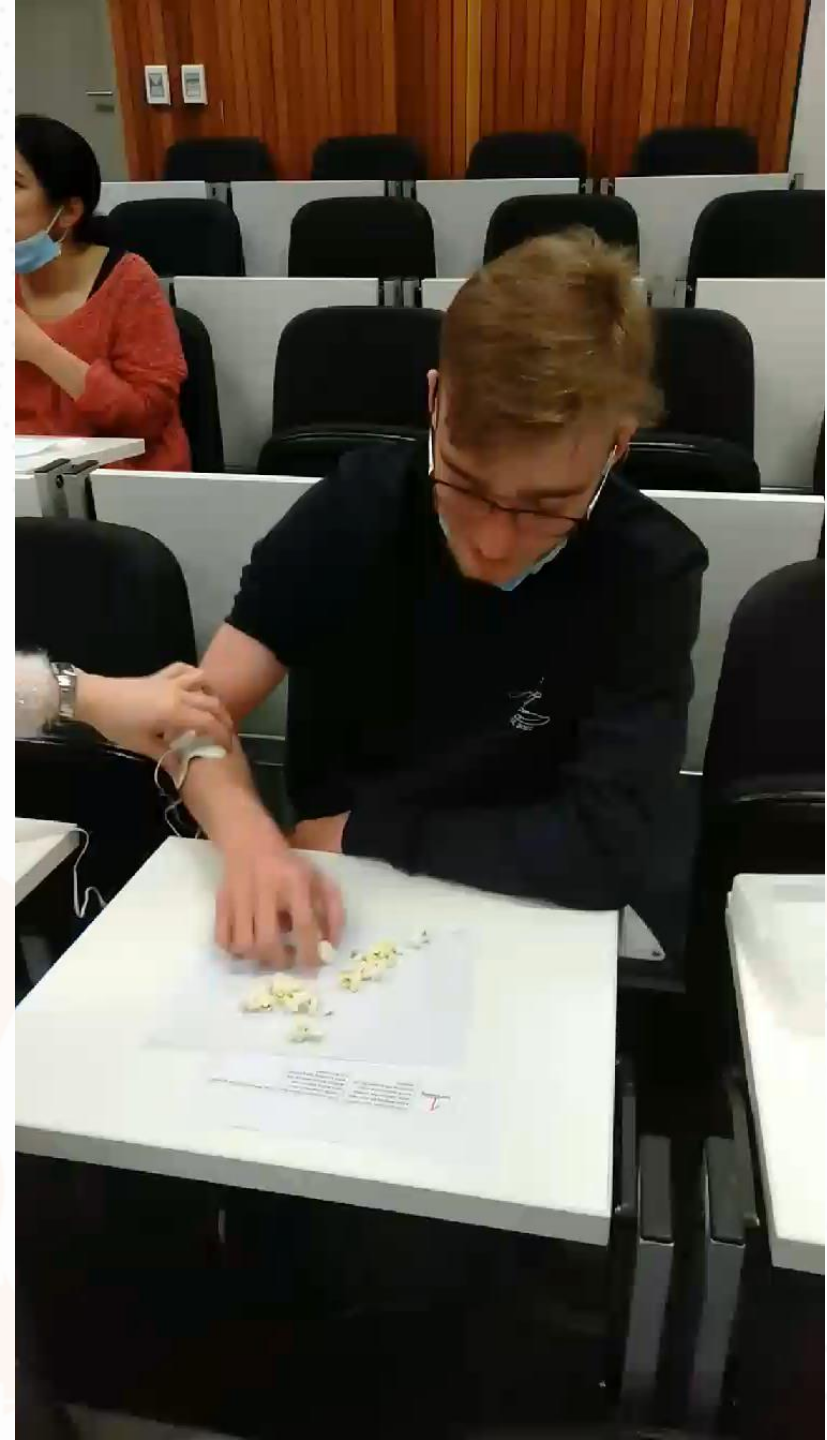
“It was uncomfortable and embarrassing”

“Gives insight into their (person with a tremor) world”

“Understanding how people with Parkinsons disease have difficulty with movement such as eating. Identified it becomes very frustrating and difficult”

“difficult and challenging”

“Frustrated, annoyed and self conscious”



# *Confusion and frustration*

## Dementia and Delirium

### Nurse

You are working in an aged care facility and a new patient/resident was admitted last night and has been ringing the call bell every 5 minutes for the past hour. You have not the resident yet but you are about to go into the resident's room to answer the call bell

### Patient

You are 45 years old sitting on a beach in Fiji waiting for the taxi driver to pick you up and take you to the airport to go home after a 3 week holiday.

*Confusion and frustration*

# Elderspeak and Let me speak for you

*What the students said...*

“I felt frustrated that she was talking so loudly and not asking me what I preferred to be called and treating me like a child”

“I felt nervous and embarrassed as she was treating me like a baby”

“I felt confused and did not have the time to clarify what she said and asked”

“I thought I was helpless”

*What the students said...*

“As the patient I felt unseen. It was like I wasn’t even there and she was only talking to herself”

“I felt unheard and like I was just part of her morning process”

“I felt rushed and frustrated everytime I couldn’t answer back because of the way she was treating me”

“I felt invisible and not important”



# Quality vs quantity of life

## Spoon theory

Brush hair	1 spoon	1	I
Prepare and eat a meal	2 spoons	2	III
Order uber eats	1 spoon	1	III
Feed the pets +2			
Walk the dog	3 spoons	3	
Style hair	2 spoons	2	I
Read	1 spoon	1	
<del>Go to class +2</del> "Study"	2 spoons	2	
Take supplements	1 spoon	1	III
Watch TV	1 spoon	1	I

SPOON CURRENCY			
1 IIII	Get out of bed	1 spoon	1
~ I	Shower	2 spoons	2
1 IIII	Have a BM or Pee	1 spoon	1
~ I	Brush hair	1 spoon	1
1 IIII	Prep + eat a meal	2 spoons	2
~ I	Order uber eats	1 spoon	1
~ I	Walk the dog	3 spoons	3
~ I	Style hair	2 spoons	2
~ I	Read	1 spoon	1
~ I	Study	2 spoons	2
~ I	Take supplements	1 spoon	1
IIII	Watch TV	1 spoon	1
IIII	Get dressed	2 spoons	2
II	Call family	2 spoons	2
~ I	Do the washing	3 spoons	3
~ I	Drive somewhere	2 spoons	2
~ I	Go to work	4 spoons	4
~ I	Put on make-up	2 spoons	2
~ I	Go to the doctor	3 spoons	3
II	Go shopping	3 spoons	3
~ I	Socialise	4 spoons	4
~ I	Craft for fun	2 spoons	2
IIII	Feed the pets	2 spoons	2
~ I	Vacuum	2 spoons	2

## *What the students said...*

*"I learned that with little energy, people chose to do things they have to do to stay alive and often don't have energy to do enjoyable things they want to do"*

"I didn't realise that you needed to forgo some important/crucial activities for example brushing hair or hair a shower due to the amount of energy you have for the day"

*"It was a little annoying/frustrating only having 6 spoons since we had to be smart about what few things you could use them on. It was annoying seeing another group have 3 x the amount of spoons we had"*

"I think in the future that I am going to do more to find out why a resident may not want to do something and understand and then work with the resident to find a solution that works for them"

*"Surprisingly, the spoons we spent were more about quantity of life not quality"*

"Always ask 'why' the resident does not want to do an activity and learn to understand their reason and listen"

*"Makes me aware of what is important for the person"*



# Summary







Questions

# References

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