

Practical Nurse Diploma for Internationally Educated Nurses

ESLG 1125

Communication and Culture
for Nursing

Case Studies: Instructor Guide

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Table of Contents

Case Studies: Instructor Guide	3
Suggested Activities for Case Study 1: Hip Replacement	5
Case Study 1	10
Suggested Activities for Case Study 2: Congestive Heart Failure	19
Case Study 2	24
Suggested Activities for Case Study 3: Crohn's Disease	33
Case Study 3	36
Suggested Activities for Case Study 4: Chronic Obstructive Pulmonary Disease	43
Case Study 4	45
Suggested Activities for Case Study 5: Multiple Trauma	53
Case Study 5	56
Suggested Activities for Case Study 6: Cerebral Vascular Accident	63
Case Study 6	66
Suggested Activities for Case Study 7: Diabetes	73
Case Study 7	76
Suggested Activities for Case Study 8: Multiple Sclerosis	85
Case Study 8	89
Suggested Activities for Case Study 9: Dementia	95
Case Study 9	98

Sample Only

Suggested Activities for Case Study 1: Hip Replacement

Related Themes: Exercises, Infections

Activity	Additional Instructions and Resources
A. Listen to a client interview and fill in a form.	<ul style="list-style-type: none"> Students listen to client interview (LPN and Mrs. Alexandrepov) and fill in client history form. See <i>Handouts</i>: “Mrs. Alexandrepov Interview Script” and “Health History Interview Assessment Form.” Students role-play summarizing Mrs. Alexandrepov’s condition for another professional (e.g., physician, another LPN during a shift change) using formal medical terminology.
B. Role-play responding to a client’s questions and concerns prior to surgery.	<p>Even though Mrs. Alexandrepov has already had two other hip replacement surgeries, she is concerned about what will happen to her.</p> <ul style="list-style-type: none"> Read “Clinical Pathway for a Hip Replacement” (Learner guide). In groups, brainstorm for a list of questions Mrs. Alexandrepov might have regarding her care in the hospital (see below for examples). Assign 1/3 of the class to be Mrs. Alexandrepov – they should remain seated (the instructor may also wish to take on this role). The remaining students are the LPNs, who should work in pairs. The “Mrs. Alexandrepov’s” should attract the attention of LPNs (Excuse me!), introduce their concerns, and ask questions when instructions are not clear or medical jargon is used. The LPN pairs should take turns responding to her concerns and check for comprehension. Interactions should include small talk, reassurance, and closings. Exchange roles two times so that everyone has a turn being “Mrs. Alexandrepov.” The instructor could select some of the students (e.g., those who did not interact with the instructor during the role-play) to answer a selection of the following questions: <ol style="list-style-type: none"> Where will I wake up? What unit will I be on when I come to? Can I get out of bed on the day of the surgery? Who will be there to help me move around?

Activity	Additional Instructions and Resources
	<ol style="list-style-type: none"> 5. When can I start walking? 6. Will I be able to do simple things, like brush my hair? 7. Will I have to use any special equipment? 8. Do I have to do any special exercises? 9. Will I need to have a catheter? 10. When can I remove (get rid of) the catheter? 11. Can I get up to use the bathroom? 12. Where will I go after I am discharged? 13. When will I be discharged? 14. When will I get to eat after the surgery? 15. Will I have a drainage tube? When can I remove it? 16. Other: What kind of light exercises will I need to do? Do I need to use a bedpan? Can I go home?
H. Give instructions to a fellow professional (e.g., an RNA) regarding correct aseptic technique for changing dressing.	<ul style="list-style-type: none"> • Research or brainstorm for correct aseptic technique for changing dressing. • In pairs, students take turns in the role of LPN, explaining correct aseptic technique to an RNA. (Note: this could be done in groups of three, with one student in the role of client, and props used). • Interaction should include phrases for emphasizing importance. <p>OR</p> <p>Students could be told that they are watching a fellow LPN or an RNA change a dressing and they notice some problems with his/her technique:</p> <ul style="list-style-type: none"> • Brainstorm for potential problems they may notice. • Brainstorm for different methods of approaching the LPN; discuss constructive criticism, effective feedback. • In pairs, students role-play confronting the LPN regarding his/her incorrect technique, and giving instructions regarding correct aseptic technique. The role-play could be repeated twice, first when approaching a subordinate and second, when approaching a fellow LPN. The differences between the interactions could be discussed. <p>Also, see <i>Handouts</i>: Patient Teaching Wound Care.</p>

Activity	Additional Instructions and Resources
I. Role-play convincing client to go through with surgery.	<ul style="list-style-type: none">• Discuss Question 1 (Learner guide, Journal Assignments).• Brainstorm for reasons why the client would want to avoid surgery. What would be the consequences of not having surgery? The consequences of surgery?• In pairs, one student takes on the role of LPN and one student is the client. They role-play the interaction described in the question. Students switch pairs and replay the role-play with a different partner.

Sample Only

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