Bodily learning in old age simulation

Background

The body in nursing education with inspiration from Merleau-Ponty

The body is constantly crucial and significant in relation to how
• students learn the profession
• learn from each other and the teacher
• finds himself as part of the profession
(Knudsen, E D et al 2011: Kroppen i læringsrummet)

Bodily activity in simulation can enhance learning

Emotional involvement

Possibility of an appropriate combination of brain and body activity

Receiving information from all senses

Physical activity

Preconditions/preparations

Theoretical lectures
self study- articles & videos
Clinical experience

Old age simulation

Briefing
Scenario 1
Debriefing
Scenario 2
Debriefing

Evaluation

Note cards from students
Observations
Data analysis from debriefings
Improvements

Briefing & getting ready for the scenarios
Content of the scenarios with simulated/standardized patients

- **Movement reduction**
  - climbing stairs
  - getting in and out of bed
  - getting dressed
  - sitting down - chair, toilet

- **Reduction in senses**
  - reading paper/book
  - communication
  - orientation and balance ability

- **Joint stiffness and loss of muscles**
  - eating
  - drinking
  - brush teeth
  - taking medicine
  - handling coins

---

**Results**

- Concerns of growing old
- Bodily experiences of movement reduction
- Bodily experiences of reduction in the different senses
- Simulation as an eye-opener to new understandings of old age
- Enhanced understanding of the patients’ perspective
- Cognitive and bodily experiences of the importance that the nurse has time for / is patient with the elderly
- Bodily-kinesthetic learning

---

"It feels like being under a bell jar... I feel abandoned"

---

"The way I see my granddad - this is how I feel right now"
"I don’t want to grow old"

Overwhelming fatigue
Irritation
Confusion
Disorientation
Helplessness
Anxiety
Impatience
Isolation

Further research

Transfer?
Chance of behaviour?
• Field observations in the clinical setting
• Interviews

Effect on test scores?
• How can we design a study?

Hase@phmetropol.dk