2nd International Nursing Conference

November 1-3, 2017   Barcelona, Spain

Seeing through the Eyes of the Beholder

Geraldine Marrocco
Yale University School of Nursing, USA

A key element in the conducting the comprehensive physical comprehensive health assessment is the patient interview when the provider elicits information from the patient to help guide in determining the health status as well as to discover health issues. Technologies that allow the student to view patient interviews from the patient's perspective may enhance interviewing techniques and promote therapeutic interview behaviors. We report the results of a program for nurse practitioner students who conducted interviews with standardized patients (SP). Each standardized patient presented with routine health issues, however, each was instructed to hold on to a "secret", a health issue of great concern. The importance of the "secret" was to determine if the student implemented interview techniques that probed and prodded for additional information. Each SP gave some hints through their responses or their body language that something was being withheld. The expert interviewer would easily pick these cues up in any interview. The standardized patient wore a pair of glasses that had a camera fixed to the frame. This optical head mounted device allowed the standardized patient to videotape the student interview from a distance of no more than 18". When the interview was completed, the student responded to 4 open ended reflective questions on their perceived performance. The student was then asked to view the videotape and after viewing the tape, they were asked to reflect and respond to 12 open ended reflectivequestions.There was no opportunity to examine the perception of the standardized patient, however, when replicating this project, it was suggested that there would be rich data including their perspective. In conclusion, the opportunity for students to gain insight and reflect on their interviewing skills provided each with a life long learning experience.

Biography:

Geraldine Marrocco is an Associate Professor & an adult nurse practitioner. Her doctoral degree in education is from Teacher's College/Columbia University. She is particularly interested in the constructiveness theory to achieve transformational learning, incorporating the use of learning with technology. She promotes interprofessional learning with Yale School of Medicine. She is a member of Connecticut's State Board of Nurse Examiners. She received 2 major awards from Yale providing funding for using technology in learning.

Her research interests include methods to achieve transformational learning in education as well as policy and leadership in advanced practice. She owns & manages a primary care practice in Trumbull Connecticut.

Madridge J Nurs. 2017
MJN an open access journal

Nursing-2017
November 1-3, 2017

Conference Proceedings

Page 83