Mask Ed: The Masked Educator – The KRS way: Knowledgeable, Realistic and Spontaneous simulation

Deb Surman
Associate Lecturer: Nursing
College of Nursing and Health Sciences
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What is Mask Ed

• Created by Professor Kerry Reid Searle in 1998 Central Queensland University.

• Desire to prepare nursing students for the reality of the profession in the most authentic way.

• Mask Ed enables an informed educator to be hidden behind silicon props, transforming a character with a history and story rich and detailed and relevant to the learning experience.

• The history becomes a platform for teaching and learning
How does Mask Ed work?

- Mask Ed is a simulation modality that involves a three way interplay involving the educator, the character and the learner.
- The hidden educator directs the learning process, creating an experience that reflects the knowledgeable, realistic and spontaneous characteristics of Mask Ed.
KRS simulation

• **Knowledgeable**: the educator as a deep understanding of the content being imparted & understands the various learning styles to engage all learners.

• **Realistic**: simulation mimics real situations drawn from the educator's own life experience.

• **Spontaneous**: the reaction of the character is not pre-scripted but on the spot response to the unfolding learning situation.
Aims of Mask Ed

• The hidden educator will teach/coach the student through a character
• Educate learners through authentic, spontaneous and humanistic simulation experience.
• Prepare learners for the clinical, psychological and emotional realities of their practice discipline
• Implement a teaching strategy for different learning styles
• Provide immediate feedback to students
• Provide opportunities for the educators and learners to reflect on their practice
• Integrate theory and practice and critical thinking
• Have fun.
What makes Mask Ed Unique?

• Support learners in a mentoring, coaching way without being an assessor
• Learners trust the character
• Characters are vulnerable
• Entering human relationships and taking learners into intimate zones of body care
• Characters teach through connection, life experience and the power of the story.
Core elements

- Simulation experience is purposeful & relevant to learning objectives
- Simulation is timely and well timed (15 mins + debrief)
- The character has a history which is genuine and flexible to cater for the different learning objectives
- The character is treated with respect
- The educator/learner share the same discipline
- The educator has been involved in the development of the character
- The learners are supported by a student friendly character
- De-masking and debriefing are essential at the end of the simulation
Introduction of Characters

• Edward James McPhee
Mavis Anne McGregor
<table>
<thead>
<tr>
<th>Patient</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ted</td>
<td>Observations, Manual Handling, Urinalysis, Health History, Administering medication</td>
<td>Neurovascular assessment, Braden Scores, Falls Risk, Alcohol withdrawal, Wound dressing, Diabetic care, Mini mentals, Medication administration, OT prep</td>
<td>Detailed health assessment deteriorating patient i.e. stroke, chest pain,</td>
</tr>
<tr>
<td>Mavis</td>
<td>Observations, Manual Handling, Urinalysis, Health History, Administering medication</td>
<td>Neurovascular assessment, Braden Scores, Falls Risk, Alcohol withdrawal, Wound dressing, Diabetic care, Chest Pain / ECG's, Mini mentals, Medication administration, OT prep</td>
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</tr>
</tbody>
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Comments from students

- I was nervous at first but then got to know Ted and Mavis better and developed a better/understanding relationship. Ted and Mavis helped me to understand the needs of the elderly and how fragile they can be and how to act around patients and how they may feel.

- I met Mavis in the lecture hall during the orientation, and that was scary as I did not expect to have a homeless old lady waiting outside lecture theatre, but I got used to her afterwards.

- Made me feel more like a professional by having a real patient and not just performing on the dummies. Really opened up how nurses communicate to their patients.

- A little bit uncomfortable at first because I didn't know if they were real or not ahah! Then it made me realise what kind of people I would have to deal with in the profession.

- good, I love the elderly and feel passionate about them, having ted and Mavis strengthened my confidence in wanting to work as a nurse.

- It's easy to make stereotypical judgements on people based on how they look/age group. Looking after Ted we were much more cautious about how loud we spoke, making sure he understood everything. It was a really good learning experience.

- Both the NCAP practical and communication sessions have been an exceptional and valuable experience for me. The sessions have reinforced many aspects of my skills which were hard to learn with familiarity in the relatively short and rushed lab sessions of the subject alone. Ted was very real and the way that you talk like a real elder people has really helped us know what to expect in real life situations. I wish I could learn more health-related slangs and the way the elder people talk, as this is especially hard for me as an international student to learn.
• Prof Kerry Reid Searle hosted a 3 day Mask Ed Workshop here in the CNHS in June

• 12 participants from the college
Mask Ed at Flinders
Mask Ed workshops

Thanks