

# Mind-Boggling Medical History

## Seminar plan: Treatment

### Objectives

1. Understand what evidence-based practice means and why it is important in healthcare.
2. Discuss and evaluate strategies for navigating nursing treatments and interventions.

**Mind-Boggling Medical History**  
Seminar plan: Treatment

Time (0-50 minutes)	Tutor activities	Student activities
0-5	<p>Introduction Suggested questions to the group:</p> <ol style="list-style-type: none"> <li>1. Has anyone ever questioned, on a placement, where the rationale for a treatment option originates only to be met with uncertainty?</li> <li>2. Can anyone think of a once popular treatment that has now been deemed obsolete by new evidence? (Backup answer: using cola to unclog NG tubes. The acidic nature of many carbonated beverages can potentially damage the feeding tube. They can also make clogging worse by reacting with some enteral formulas. Once a common solution, evidence now suggests it's safest to use warm water, or change the tube.)</li> </ol>	<p>Briefly share any relevant experiences.</p> <p>Briefly discuss.</p>
5-10	<p>In pairs: consider why is it so important to ensure treatments are evidence-based.</p> <p>Show of hands: who researches every intervention a mentor suggests, with wound care for example? Who at least asks for the rationale for a certain product or treatment option?</p> <p>Question for brief reflection: How do you determine what is evidence-based and what is hearsay?</p>	<p>In pairs: 1 minute to discuss. Each group to feedback briefly to the plenary.</p>
10-20	<p>Split the group in half. Give half of the game cards to each group and have them debate whether they think the statements are treatments of the past, present practice or entirely fictional.</p> <p>Also give out a blank sheet of paper per group and encourage them to note down key points from their discussion / reasoning for each answer.</p>	<p>In groups debate and decide whether the statements are past, present or fictional treatments. Internet = cheating!</p> <p>One person from each group to write the reasoning for each answer.</p>
20-30		<p>Keeping all answers secret within groups, swap cards and repeat above.</p>

## Mind-Boggling Medical History

### Seminar plan: Treatment

30-45	<p>Alternating between groups, have students take turns to read out each card and state how they arrived at their answer, using their notes.</p> <p>After <i>each individual</i> answer has been briefly discussed, give the correct answer and read out accompanying information.</p>	<p>Decide who will read out each card and briefly debate any difference between the groups' answers.</p> <p>Keep score – which group got the most correct answers?</p>
45-50	<p>Debrief – Ask the groups:</p> <p>What have they learned?</p> <p>Which answers are most surprising?</p> <p>Will they be more conscientious in future when considering how a treatment option came about?</p> <p>Suggested closing thought: When considering different nursing interventions for patients in the future, such as a wound treatment plan for example, how will you determine which options have prevailed through word-of-mouth and which exist because they are supported by good quality evidence?</p>	<p>Answer as one group.</p>

#### **Selected recommended resources:**

Evidence-Based Nursing: <http://ebn.bmj.com/>

Healthcare Databases Advanced Search: <https://hdas.nice.org.uk/>

NHS Evidence: <https://www.evidence.nhs.uk/>

NICE Clinical Knowledge Summaries: <https://cks.nice.org.uk/>

RCNi: <https://rcni.com/>