|  |  |  |  |
| --- | --- | --- | --- |
| Patient Name: |  | Course # and Brief Case Description: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date Created/Revised: |  | HSB Location: |  |
| Discipline: |  | Student Level: |  |
| Expected Simulation Run Time: |  | Guided Reflection time: |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Brief Description of Client | | | | | | | |
| Name: |  | | | DOB: |  | | |
| Gender: |  | Age: |  | Weight: |  | Height: |  |
| Race: |  | | | Religion: |  | | |
| Major Support: | |  | | Support Phone: | |  | |
| Allergies: |  | | | Immunizations: | |  | |
| Attending Provider: | |  | | | | | |
| Past Medical History: | |  | | | | | |
| History of Present Illness: | |  | | | | | |
| Social History: | |  | | | | | |
| Primary Medical Diagnosis | |  | | | | | |
| Surgeries/Procedures & Dates | |  | | | | | |

# Psychomotor Skills Required of Participants Prior to Simulation

*List skills*

|  |
| --- |
|  |

# Cognitive Activities Required of Participants Prior to Simulation

*List textbooks, lecture notes, articles, websites, etc.*

|  |
| --- |
|  |

# Simulation Learning Objectives

## Simulation Scenario Objectives:

*(limit to 3 or 4)*

By the end of the activity, the learner will:

|  |
| --- |
|  |

# For Faculty: References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used for This Scenario:

*Add materials used for development and review that will support faculty preparation.*

|  |
| --- |
| Up-to-DateDynamedLippincott ProceduresOther |

# Setting/Environment

|  |  |  |  |
| --- | --- | --- | --- |
|  | Emergency Room |  | OR / PACU |
|  | Medical-Surgical Unit |  | Rehabilitation Unit |
|  | Pediatric Unit |  | Home |
|  | Maternity Unit |  | Outpatient Clinic |
|  | Behavioral Health Unit |  | Other |
|  | ICU |  | [describe other] |

# Equipment/Supplies

(choose all that apply to this simulation)

## Simulated Patient/Manikin/s Needed:

|  |
| --- |
|  |

## Recommended Mode for Simulator:

(i.e. manual, programmed, etc.)

|  |
| --- |
| * manual |

## 

## Other Props & Moulage:

*Check the items needed for the activity. Provide details as needed.*

| Equipment Attached to Manikin/Simulated Patient: | | Details | Equipment Available in Room: | |
| --- | --- | --- | --- | --- |
|  | ID band |  |  | Bedpan/urinal |
|  | IV tubing with primary line fluids running at \_\_\_\_ mL/hr |  |  | 02 delivery device (type) |
|  | Secondary IV line running at \_\_\_ mL/hr |  |  | Foley kit |
|  | IVPB with \_\_\_\_\_\_\_ running at \_\_\_ mL/hr |  |  | Straight catheter kit |
|  | IV pump |  |  | Incentive spirometer |
|  | PCA pump |  |  | Fluids |
|  | Foley catheter with \_\_\_mL output, [description] |  |  | IV start kit |
|  | 02 |  |  | IV tubing |
|  | Monitor attached |  |  | IVPB tubing |
|  | Other: |  |  | IV pump |
| Other Essential Equipment: | | |  | Feeding pump |
|  | | |  | Crash cart with airway devices and emergency medications |
| Medications and Fluids: | | Details |  | Defibrillator/pacer |
|  | Oral Meds |  |  | Suction |
|  | IV Fluids |  |  | Other: |
|  | IVPB |  |  |  |
|  | IV Push |  |  |  |
|  | IM or SC |  |  |  |

Roles

|  |  |
| --- | --- |
| Role | Description of Role / Cues / Script |
| Nurse |  |
| Provider |  |
| Healthcare Professional (define) |  |
| Family Member |  |
| Observer |  |
| Other [name] |  |

\*\* Add more rows as needed

Pre-briefing/Briefing

*Provide guidance for facilitator.*

|  |  |
| --- | --- |
| Objective Overview: |  |
| Role Instructions: |  |
| Learner Expectations: |  |
| Confidentiality and Psychological Safety: |  |

Report Students Will Receive Before Simulation

*In SBAR format.*

|  |  |
| --- | --- |
| Time: |  |
| Person Providing Report: |  |
| Situation: |  |
| Background: |  |
| Assessment: |  |
| Recommendation: |  |

Scenario Progression Outline

|  |  |  |  |
| --- | --- | --- | --- |
| Patient Name: |  | DOB: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Timing (approx.) | Manikin/SP Actions | Expected Interventions | May Use the Following Cues |
| **0-5 min** |  | **Learners should begin by:** | **Role member providing cue:**  **Cue:** |
| **5-10 min** |  | **Learners are expected to**: | **Role member providing cue:**  **Cue:**  (If the student nurse doesn’t ask) |
| **10-15 min** |  | **Learners are expected to**: | **Role member providing cue:**  **Cue:** |
| **15-20 min** |  | **Learners are expected to**: | **Role member providing cue:**  **Cue:** |

Debriefing/Guided Reflection

[*Refer to Debriefing Notes tab for guidance.*](#De)

*Add directions and questions for debriefing/guided reflection.*

|  |
| --- |
|  |

# **Debriefing Note to Faculty:**

*(from the NLN Simulation Design Template)*

We recognize that faculty will implement the materials we have provided in many different ways and venues. Some may use them exactly as written and others will adapt and modify extensively. Some may choose to implement materials and initiate relevant discussions around this content in the classroom or clinical setting in addition to providing a simulation experience. We have designed this scenario to provide an enriching experiential learning encounter that will allow learners to accomplish the listed objectives and spark rich discussion during debriefing. There are a few main themes that we hope learners will bring up during debriefing, but if they do not, we encourage you to introduce them.

## **Themes for this scenario:**

We do not expect you to introduce all of the questions listed below. The questions are presented only to suggest topics that may inspire the learning conversation. Learner actions and responses observed by the debriefer should be specifically addressed using a theory-based debriefing methodology (e.g., Debriefing with Good Judgment, Debriefing for Meaningful Learning, PEARLS). Remember to also identify important concepts or curricular threads that are specific to your program.

1. How did you feel throughout the simulation experience?
2. Give a brief summary of this patient and what happened in the simulation.
3. What were the main problems that you identified?
4. Discuss the knowledge guiding your thinking surrounding these main problems.
5. What were the key assessment and interventions for this patient?
6. Discuss how you identified these key assessments and interventions.
7. Discuss the information resources you used to assess this patient. How did this guide your care planning?
8. Discuss the clinical manifestations evidenced during your assessment. How would you explain these manifestations?
9. Explain the nursing management considerations for this patient. Discuss the knowledge guiding your thinking.
10. What information and information management tools did you use to monitor this patient’s outcomes? Explain your thinking.
11. How did you communicate with the patient?
12. What specific issues would you want to take into consideration to provide for this patient’s unique care needs?
13. Discuss the safety issues you considered when implementing care for this patient.
14. What measures did you implement to ensure safe patient care?
15. What other members of the care team should you consider important to achieving good care outcomes?
16. How would you assess the quality of care provided?
17. What could you do improve the quality of care for this patient?
18. If you were able to do this again, how would you handle the situation differently?
19. What did you learn from this experience?
20. How will you apply what you learned today to your clinical practice?
21. Is there anything else you would like to discuss?