

## USF College of Nursing Simulation Template-Graduate

### Scenario Overview

**Scenario Title:**

**Scenario Summary:**

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### Scenario Overview

#### Scenario Summary (continuation)

**Education & Simulation Theory/Framework:**

**Evaluation of Learner:**

**Evaluation Tool of Simulation:**

**Facilitation:**

**Designers (Simulation and Content):**

**Pilot Test:**

**Validation and Peer Review:**

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### Identifying Information

#### Scenario File:

Discipline: \_\_\_\_\_  
Course: \_\_\_\_\_  
Briefing Time: \_\_\_\_\_  
Simulation Time: \_\_\_\_\_  
Simulation Location: \_\_\_\_\_  
Student Level: \_\_\_\_\_  
Fidelity/Modality: \_\_\_\_\_  
Debriefing Time: \_\_\_\_\_  
Debriefing Technique: \_\_\_\_\_  
Debriefing Location: \_\_\_\_\_

### Brief Description of Client

Admission Date: _____	Today's Date: _____
Name: _____	Age: _____
Gender: _____	Date of Birth: _____
Race: _____	Major Support: _____
Weight: _____	Height: _____
Religion: _____	
Phone: _____	
Allergies: _____	
Immunizations: _____	
Attending Physician/Team: _____	

#### Past Medical History

#### Primary Medical Diagnosis:

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**History of Present Illness:**

**Past Surgical History**

**Social History**

### **Participant Requirements**

**Psychomotor Skills Required Prior to Simulation:**

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### Participant Requirements

**Cognitive Activities Required Prior to Simulation:**

(i.e.). independent reading (R), video review (V), computer simulations (CS), lecture (L)

### Scenario and Program Objectives

**Simulation Learning Objectives**

1)

2)

3)

4)

5)

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6)

7)

**Simulation Specific Objectives**

1)

2)

3)

4)

5)

6)

7)

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**Link to Program/Curriculum Specific Objectives and Outcomes**

1)

2)

3)

4)

5)

6)

7)

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<b>NONPF NP Core Competencies (2014)</b>	
<b>Scientific Foundations Competencies</b>	<b>Leadership Competencies</b>
<ul style="list-style-type: none"> <li>— Critically analyzes data and evidence for improving advanced nursing practice</li> <li>— Integrates knowledge from the humanities and sciences within the context of nursing science</li> <li>— Translates research and other forms of knowledge to improve practice processes and outcomes</li> <li>— Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ul>	<ul style="list-style-type: none"> <li>— Assumes complex and advanced leadership roles to initiate and guide change</li> <li>— Provides leadership to foster collaboration with multiple stakeholders to improve health care</li> <li>— Demonstrates leadership that uses critical and reflective thinking</li> <li>— Advocates for improved access, quality, and cost effective health care</li> <li>— Advances practice through the development and implementation of innovations incorporating principles of change</li> <li>— Communicates practice knowledge effectively, both orally and in writing</li> <li>— Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus</li> </ul>



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Quality Competencies	Practice Inquiry Competencies
<ul style="list-style-type: none"> <li>_____ Uses best available evidence to continuously improve quality of clinical practice</li> <li>_____ Evaluates the relationships among access, cost, quality, and safety and their influence on health care</li> <li>_____ Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care</li> <li>_____ Applies skills in peer review to promote a culture of excellence</li> <li>_____ Anticipates variations in practice and is proactive in implementing interventions to ensure quality</li> </ul>	<ul style="list-style-type: none"> <li>_____ Provides leadership in the translation of new technology into practice</li> <li>_____ Generates knowledge from clinical practice to improve practice and patient outcomes</li> <li>_____ Applies clinical investigative skills to improve health outcomes</li> <li>_____ Leads practice inquiry, individually or in partnership with others</li> <li>_____ Disseminates evidence from inquiry to diverse audiences using multiple modalities</li> <li>_____ Analyzes clinical guidelines for individualized application into practice</li> </ul>
Technology and Information Literacy Competencies	Policy Competencies
<ul style="list-style-type: none"> <li>_____ Integrates appropriate technologies for knowledge management to improve health care</li> <li>_____ Translates technical and scientific health information appropriate for various users' needs</li> <li>_____ Assesses the patient's and caregiver's educational needs to provide effective, personalized health care</li> <li>_____ Coaches the patient and caregiver for positive behavioral change</li> <li>_____ Demonstrates information literacy skills in complex decision making</li> <li>_____ Contributes to the design of clinical information systems that promote safe, quality and cost effective care</li> </ul>	<ul style="list-style-type: none"> <li>_____ Demonstrates an understanding of the interdependence of policy and practice</li> <li>_____ Advocates for ethical policies that promote access, equity, quality, and cost</li> <li>_____ Analyzes ethical, legal, and social factors influencing policy development</li> <li>_____ Contributes in the development of health policy</li> <li>_____ Analyzes the implications of health policy across disciplines</li> <li>_____ Evaluates the impact of globalization on health care policy development</li> </ul>

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<p>_____ Uses technology systems that capture data on variables for the evaluation of nursing care</p>	
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<b>Health Delivery System Competencies</b>	<b>Ethics Competencies</b>
<p>_____ Applies knowledge of organizational practices and complex systems to improve health care delivery</p> <p>_____ Effects health care change using broad based skills including negotiating, consensus-building, and partnering</p> <p>_____ Minimizes risk to patients and providers at the individual and systems level</p> <p>_____ Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders</p> <p>_____ Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment</p> <p>_____ Analyzes organizational structure, functions and resources to improve the delivery of care</p> <p>_____ Collaborates in planning for transitions across the continuum of care</p>	<p>_____ Integrates ethical principles in decision making</p> <p>_____ Evaluates the ethical consequences of decisions</p> <p>_____ Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care</p>
<b>Independent Practice Competencies</b>	
<p>_____ Functions as a licensed independent practitioner</p> <p>_____ Demonstrates the highest level of accountability for professional practice</p> <p>_____ Practices independently managing previously diagnosed and undiagnosed patients</p>	

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<ul style="list-style-type: none"> <li>_____ Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care</li> <li>_____ Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings</li> <li>_____ Employs screening and diagnostic strategies in the development of diagnosis</li> <li>_____ Prescribes medications within scope of practice</li> <li>_____ Manages the health/illness status of patients and families over time</li> <li>_____ Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making</li> <li>_____ Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration</li> <li>_____ Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect</li> <li>_____ Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care</li> <li>_____ Preserves the patient's control over decision-making by negotiating a mutually acceptable plan of care</li> </ul>	
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**Choose all areas included in the simulation**

### Roles/Guidelines for Roles

**Maximum number of participants per scenario:** \_\_\_\_\_

**Minimum number of participants per scenario:** \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Primary Nurse                    | <input type="checkbox"/> Pharmacy                 |
| <input type="checkbox"/> Secondary Nurse                  | <input type="checkbox"/> Athletic Trainer         |
| <input type="checkbox"/> Charge Nurse                     | <input type="checkbox"/> Embedded Participant     |
| <input type="checkbox"/> Clinical Instructor              | <input type="checkbox"/> Physical Therapist       |
| <input type="checkbox"/> Family Member #1                 | <input type="checkbox"/> Medical Student/Resident |
| <input type="checkbox"/> Family Member #2                 | <input type="checkbox"/> Clergy                   |
| <input type="checkbox"/> Observer                         | <input type="checkbox"/> Unlicensed Assistive     |
| <input type="checkbox"/> Physician/Advance Practice Nurse | <input type="checkbox"/> Code Team                |
| <input type="checkbox"/> Respiratory Therapy              | <input type="checkbox"/> Scrub Tech               |
| <input type="checkbox"/> Anesthesia/CRNA                  |   |

### Student Information Needed Prior to Scenario:

- Has been oriented to simulator and environment
- Understands guidelines/expectations for scenario
- Has accomplished all pre-simulation requirements
- All participants understand their assigned roles
- Has been given time frame expectations
- Other:

**Report Students will receive before Simulation: May use SBAR template**

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### Fidelity

choose all that apply to this simulation

#### Setting/Environment

- |   |  |
|---|--|
| <input type="checkbox"/> ER                 | <input type="checkbox"/> Women's Center    |
| <input type="checkbox"/> Telemetry/Med Surg | <input type="checkbox"/> Behavioral Health |
| <input type="checkbox"/> Peds               | <input type="checkbox"/> Home Health       |
| <input type="checkbox"/> ICU                | <input type="checkbox"/> Pre-Hospital      |
| <input type="checkbox"/> OR/PACU/Endoscopy  | <input type="checkbox"/> Other             |

#### Props

##### Medications and Fluids

- Oral Meds
- IV Fluids
- IVPB
- IV Push
- IM/Subcut/Intradermal
- Other:

##### Diagnostics Available

- X-rays (Images)
- 12-Lead EKG
- Echocardiogram \_\_\_\_\_

### Significant Lab and Diagnostic Findings:

Morning labs/Micro:

CBC:

Chemistry:

Echocardiogram:

Radiology:

Other:

### Select the Type and Write Number Needed:

- Simulator(\_\_\_\_)
- Mannequin(s) (\_\_\_\_)
- SP (\_\_\_\_)

Male(QTY) (\_\_\_\_)    Female(QTY) (\_\_\_\_)

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### Equipment Attached to Mannequin:

- IV Tubing with primary line (\_\_\_\_) fluids running at (\_\_\_\_)cc/hr
- Secondary IV line (\_\_\_\_) running at (\_\_\_\_) cc/hr
- IV Pump
- Foley catheter (\_\_\_\_) cc output
- PCA pump running
- IVPB with (\_\_\_\_) running at (\_\_\_\_) cc/hr
- O<sub>2</sub>
- Monitor attached
- ID band
- Other \_\_\_\_\_

### Documentation Forms

- Admit Orders
- Physician Orders
- Flow sheet
- Medication Administration Record
- EMR/EHR Patient \_\_\_\_\_
- Graphic Record
- Shift Assessment
- Triage Forms
- Code Record
- Anesthesia/PACU Record
- Standing (Protocol) Orders
- Transfer Orders
- Other \_\_\_\_\_

### Equipment Available in Room

- Bedpan/Urinal
- Foley kit
- Straight Cath Kit
- Incentive Spirometry
- Fluids
- IV/Arterial line start kit
- IV tubing
- IVPB Tubing
- IV pump
- Feeding Pump
- Pressure Bag
- O<sub>2</sub> delivery device:
- Crash cart with airway devices and emergency medications
- Defibrillator/Pacer

Recommended Mode for Simulation (i.e. manual, programmed, etc)

Other:

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### Physician Orders

Admit Order: \_\_\_\_\_

Patient Name: \_\_\_\_\_

MR #: \_\_\_\_\_ DOB: \_\_\_\_\_

Initial Orders: \_\_\_\_\_

Patient Name: \_\_\_\_\_

MR#: \_\_\_\_\_ DOB: \_\_\_\_\_

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

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**Stat Orders after Call to HCP:**

Patient Name: \_\_\_\_\_

MR#: \_\_\_\_\_ DOB: \_\_\_\_\_

Order Number:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Progression Outline

Timing (Approximate)	Mannequin Actions	Expected Interventions	May Use the Following Cues
First 5 minutes			



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First 5 minutes			
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Next 5-10 minutes			
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## USF College of Nursing Simulation Template-Graduate

Next 5-10 minutes			
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## USF College of Nursing Simulation Template-Graduate

Next 5-10 minutes			
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## USF College of Nursing Simulation Template-Graduate

Final 15-20 minutes			
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## USF College of Nursing Simulation Template-Graduate

Final 15-20 minutes			
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**Debriefing/Guided Reflection Questions for this Simulation****Debriefing Technique:**

PEARLS \_\_\_\_\_

DML \_\_\_\_\_

Debriefing with Good Judgment \_\_\_\_\_

Socratic Questioning \_\_\_\_\_

Plus/Delta \_\_\_\_\_

**Debriefing Facilitator: (Name: \_\_\_\_\_)****Student Debriefing:**

1. How did you perceive what happened during the simulation scenario? (Get multiple different perceptions of the event)

2. Did you have the knowledge and skills to meet the objectives for this simulation?

- Was the communication clear?
- Were the roles and responsibilities understood?
- Was situational awareness and a shared mental model maintained?
- Was the workload distribution equitable?
- Was task assistance requested or offered?
- Were errors made or avoided?
- Were all available resources utilized?

3. Were you satisfied with your ability to work through the simulation?

4. What did the team do well?

5. If we were to begin this case again, what would you do differently? What would you improve on?

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**Specifics regarding the case:****Debriefing: (Ask at least one from each section)****Aesthetic Questions:**

"I would like each of you to talk to me about the problem(s) \_\_\_\_\_ was experiencing today.

"What was your main objective during this simulation?"

**Personal Questions:**

"How did this scenario make you feel?"

"What made you chose the actions/interventions/focus you chose for \_\_\_\_\_?"

**Empirical Questions:**

"I would like for each of you to talk with me about the knowledge, skills, attitudes (KSA) and previous experiences that provided you the ability to provide evidence-based care to \_\_\_\_\_."

**Ethical Question:**

"Talk to me about how your personal beliefs and values influenced the care provided to \_\_\_\_\_."

**Reflection:**

"Will each of you tell me how you knew what to do for a \_\_\_\_\_ patient with \_\_\_\_\_ and why?"

If we could re-do this scenario now, what would you change and why?

How will you use this in your professional practice?"



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**Program/Curricular Specific Questions:**

\*Debriefing Facilitator to write responses here\*

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**Post Simulation Exercises:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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**References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used for This Scenario:** *(site, source, author, year and page)*