Last Review Date:	**Expected Set Up Time:**
Scenario Name:	**Pre-briefing Run Time:** Pre-briefing sets the stage for the scenario. Suggested activities include: orientation to equipment, environment, mannequin, roles, time allotment, objectives, and patient situation (INACSL I:7, III:3) (MNBON 11.12-13)
Author: MNBON 10.19-20	**Expected Simulation Run Time:** (INACSL III:2)
Content Expert Reviewer: MNBON 10.19-20 & 11.1-12	**Debriefing Run Time:** (INACSL I:8, IV:3)
Learner Group: Nursing	**Course Number(s):**
Requirements for Clinical Replacement: High fidelity/virtual reality/standardized patient (MNBON definitions) Number of nursing roles: MNBON 10.23-24 – simulation provides an opportunity for each student to demonstrate clinical competence while in the role of the nurse Number of faculty required: MNBON 10.17-18	**Disease(s):** **Concept(s):**

	Main Focus/Desired Learner Take Aways
1	
2	
3	
4	

Scenario Synopsis

Facilitator Information

Objectives (INACSL I:2, 6, II: 1 & 2)

Professional Development and Identity	
Collaborative practice	
Safety	
Holism	
Informatics	
Diversity and Culture	
Evidence-based practice and Quality Improvement	

Learner Roles and Staging

Role	Timing

Confederate Roles and Scripting

Role	Tone	Timing	Lines/Comments

Name of Scenario

Faculty Session Information

- Pre-Brief (INACSL I:7, III:3)
  - ○
  - ○
  - ○
- Debrief (INACSL IV:3, 5)
  - ○
  - ○
  - ○

Faculty Prep/Content Information (INACSL III:1, 2, 3, VI:1, 2, 3)

Name of Scenario

Inver Hills Community College
Simulation Center

Learner Information		
Patient Name: Age: Gender:	Allergies: Code Status:	Weight: Height: Major Support:
Diagnosis:		
History of Present Illness:		
Past Medical History/Surgical History:		
Current (home) Medications:		
Significant Lab Values/Diagnostics:		
Social History:		

Facilitator Report to Primary Learner(s) to Start Scenario

Pre Simulation Learner Prep (INACSL I:10, III:3)	
Learning Outcomes/Objectives	1. 2. 3. 4.
Lecture	
Readings	
Websites	
Skills	
Meds to prepare	
ATI	
Other	

Name of Scenario

Sim Tech Staging/set-up Information (INACSL I:3, 4, 5)		
Manikin/Standardized Patient		
Manikin/Standardized Patient Type:	Gender:	Clothing:
Position:	Moulage:	

	Setup	**Ready for Learner Use**
Environment	Chair for family member Bedside table	
Safety	ID band	Gloves
Hospital Equipment		
IV		
Medications		
Labs/Xrays		
Chart Records	Per SimChart	Per SimChart
Other		

Name of Scenario

Physician Orders

PATIENT'S NAME:
ALLERGIES:

Date	Time	Order	Signature
Yesterday	1100	Admitting Diagnosis:	
		Vital Signs:	
		Diet:	
		Activity:	
		Diagnostic Tests:	
		Medications:	
		IV Therapy:	
		Discharge planning:	

Name of Scenario

Sim Tech Scenario Progression Information

Manikin Actions	Desired Learner Actions	Prompts (INACSL III:4)
0-10 Minutes	✓ Wash hands	✓
HR: R:	✓ Introduce self	
BP: Temp:	✓ Acknowledge family member at bedside	
SPO2:	✓ Check ID band and ask client name	
Auscultation Sounds	✓ Conduct environmental assessment (safety)	
Lungs:	✓	
Heart:		
Bowel:		
Manikin Vocals		
Mental Status		
Vocal Examples:		
Other:		
10-20 Minutes	✓	✓
HR: R:		
BP: Temp:		
SPO2:		
Auscultation Sounds		
Lungs:		
Heart:		
Bowel:		
Manikin Vocals		
Mental Status:		
Vocal Examples:		
Other:		
20-30 Minutes		✓
HR: R:		
BP: Temp:		
SPO2:		
Auscultation Sounds		
Lungs:		
Heart:		
Bowel:		
Manikin Vocals		
Mental Status:		
Vocal Examples:		
Other:		

Name of Scenario

Topics for discussion related to objectives (INACSL I:8, IV: 5):

1.
2.
3.
4.

Checklist for debriefing (plus/delta method) (INACSL IV:4):

Student reflection sheet:

Emotional Response One word – what were your feelings/thoughts?	Noticing What did you notice about the situation?	Interpreting Understanding of the situation and cues from patient/family	Responding Deciding on a course of action or what should the course of action been?	Reflecting How might this experience help you in the future?
What was the scenario about? What happened?				Take aways- what did you learn?

Name of Scenario

Role Cards

Role	Cues
Nurses	✓ Receive report from facilitator ✓ Make plan of action for caring for patient (divide roles) ✓ Perform patient assessment ✓ Administer medications as appropriate ✓ Provide other interventions as appropriate ✓ Pay attention to patient's reactions to verbal interaction

Role	Cues
Documenting nurse	✓ Receive report from facilitator ✓ Make plan of action for caring for patient with other nurses ✓ Document assessment ✓ Document medication administration with other nurse (barcode) ✓ Enter/locate orders within EMR

Role	Cues
	✓

Name of Scenario

Standardized Patient Prep Instructions

Patient Name: Age:	Allergies:	Major Support:
Diagnosis:		
Past Medical History/Surgical History:		
Social History:		

Standardized patient instructions:

Body language:
Speech:

What kinds of things we will do to make you look like the patient:

Assessments the student may perform:

Dialogue with patient:

Possible student questions	Patient responses as appropriate

Name of Scenario