

Instructor's Toolkit for Julia Morales and Lucy Grey Simulations

The cases were written so you can modify them to meet the needs of your curriculum. Since preparation is the key to a successful simulation experience please read through the entire unfolding case before using it. The following recommendations are meant to help both faculty and students have a meaningful learning experience.

- These cases were designed so students can use the ACES Essential Nursing Actions as a framework for thinking about the case and planning their nursing interventions, so they should be introduced to these concepts before implementing the cases. They will be more successful in the simulation scenarios if they review the introductory monologues and the recommended resources and tools prior to the simulation.
- We have included best practices but realize that treatment varies by region. You may wish to include medications, treatments, and standards of care that are current practice in your area.
- No intentional errors were included in these cases, such as incorrect treatments or medication doses.
- You may wish to increase or decrease the complexity of the scenario depending on the level of students that are participating.

Here are a few ideas for using the simulation scenarios.

- Conduct the simulation in the classroom; debrief as a group or break up into small groups and have one member of each group summarize the debriefing session.
- Videotape the simulation and show it in the classroom; debrief as a group or in small groups as above.
- Use in a web assignment: students view videotape on your website, debrief in small groups using synchronous tools.
- Plan a simulation day, using all three scenarios.
- Plan a day that rotates groups of students through the simulation and a variety of other “stations” where they practice skills or research information for the case.
- Develop new simulation scenarios that include content and skills that match your curriculum.
- Have students develop new simulation scenarios.