

Instructor's Toolkit for Peggy and Bridget Simulations

In these simulations, we are following Peggy and Bridget through several scenarios that can be used with students at various times within a curriculum. The role of the nurse in each of the scenarios is to assess, plan, intervene and evaluate the patient and family at three different points of time, and in different healthcare settings. The cases are designed to be adaptable for various curricula and are provided in Word documents for easy revision.

Considerations for Modification and Implementation

- Read through all three scenarios of the unfolding case.
- Consider increasing or decreasing the complexity of the simulation depending on the level of students who are participating.
- We have included best practices but realize that treatments vary by region. Faculty may wish to substitute medications, treatments, and standards of care that are current practice in their own geographic areas. **No intentional errors were included in these cases, such as incorrect treatments or medication doses.**
- Faculty may wish to modify these scenarios to provide an interprofessional educational (IPE) experience for students. When redesigning for this purpose we urge you to include the other health care professional(s) in the redesign process to ensure that the simulation accurately reflects their scope of practice.
- This scenario may be adapted to represent a more diverse patient population by modifying selected patient characteristics, such as race, ethnicity, religion, sexual orientation, ability status, language, cultural practices, or other relevant identity factors, while ensuring the changes remain respectful, authentic, and aligned with the learning objectives." Students will be more successful if they review the introductory monologues and the recommended resources and tools prior to the simulation.

Other Resources

Review the [ACE.C teaching strategies](#) for other ways to provide related content using active learning strategies.