Simulation Design Template

Patrick Lake Simulation #1

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| **Date:**  **Discipline:** Nursing  **Expected Simulation Run Time:** 20 min  **Location:** Outpatient /Wellness Clinic  **Today’s Date:** | **File Name:**  **Student Level:** Course in which students learn physical assessment  **Guided Reflection Time:** Twice the amount of time that the simulation runs.  **Location for Reflection:** |

Brief Description of Patient

**Name:** Patrick Lake **Pronouns:** He/him

**Date of Birth:** 11-13-YYYY (reflect age 64) **Age**: 64

**Sex Assigned at Birth**: Male **Gender Identity**: Male

**Sexual Orientation:** Heterosexual **Marital Status:** Married

**Racial Group**: [Race of simulated patient] **Language**: English **Religion:** Catholic

**Employment Status:** Retired **Insurance:** VA benefits **Veteran Status**: Army vet

**Weight:** [weighted of simulated patient] **Height**: [height of simulated patient]

*Since weight gain or loss is important data to collect, it has been highlighted in yellow in template and chart materials so you can insert actual weights.*

**Support Person:** Wife Gloria **Support Phone:** 555-666-1210

**Allergies:** No known allergies **Immunizations:** Up to date

**Attending Provider/Team:** Avery Smith, MD

**Past Medical History:** Glaucoma, hypertension, osteoarthritis, hypercholesterolemia, intermittent atrial fibrillation

**History of Present Illness:** Joint pain for about one month

**Social History:** Participates in support group related to disability

**Primary Medical Diagnosis:** Joint pain

**Surgeries/Procedures & Dates:** Above-the-knee amputation related to injury sustained during war. (Note: right or left leg can be selected; and this can be changed if the SP has a below-the-knee amputation [BKA])

Psychomotor Skills Required of Participants Prior to Simulation

Physical assessment of the musculoskeletal system (M/S) and neurological system (with a focus on level of consciousness and orientation).

Cognitive Activities Required of Participants Prior to Simulation

Use textbook, lecture notes and other assigned readings to review

* Examination of the musculoskeletal system
* Basic neurological examination
* Focused history taking

Read the following materials (supplied):

* [Overview and Introduction to Disability©](http://www.nln.org/professional-development-programs/teaching-resources/ace-d/additional-resources/overview-and-introduction-to-disability)
* [Communicating with People with Disabilities©](http://www.nln.org/professional-development-programs/teaching-resources/ace-d/additional-resources/communicating-with-people-with-disabilities)
* [Assessment of the Patient with a Disability© Checklist](http://www.nln.org/professional-development-programs/teaching-resources/ace-d/additional-resources/assessment-of-a-person-with-disability)
* [Definitions Related to Disability©](https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/ace-series/definitions-related-to-disability-7-20-17.pdf?sfvrsn=a0b2a80d_0)

Simulation Learning Objectives

General Objectives (Note: The objectives listed below are general in nature and once learners have been exposed to the content, they are expected to maintain competency in these areas. Not every simulation will include all of the objectives listed.)

1. Practice standard precautions.
2. Employ strategies to reduce risk of harm to the patient.
3. Conduct assessments appropriate for care of patient in an organized and systematic manner.
4. Perform priority nursing actions based on assessment and clinical data*.*
5. Reassess/monitor patient status following nursing interventions.
6. Communicate with patient in a manner that illustrates caring for patient’s overall well-being, reflects cultural awareness and psychosocial needs.
7. Communicate appropriately with other healthcare team members in a timely, organized, patient-specific manner.
8. Make clinical judgments and decisions that are evidence-based.
9. Practice within nursing scope of practice.
10. Demonstrate knowledge of legal and ethical obligations.

Simulation Scenario Objectives

1. Complete a focused history and physical exam related to assessment of pain of a client with attention to an elderly patient with a disability in a clinic or outpatient setting.
2. Complete vital signs, musculoskeletal and basic neurological assessment for orientation and level of consciousness.
3. Communicate effectively using appropriate strategies for a person with a physical disability.
4. Recognize the implications of the patient’s existing disability on the patient’s current and future health care needs.

Faculty Reference

The Healthcare Simulation Standards of Best Practice™

<https://www.inacsl.org/healthcare-simulation-standards>

Health assessment and/or medical/surgical textbook of choice for content on musculoskeletal and neurological assessment (orientation and level of consciousness)

Setting/Environment

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| --- | --- |
| Emergency Department  Medical-Surgical Unit  Pediatric Unit  Maternity Unit  Behavioral Health Unit | ICU  OR / PACU  Rehabilitation Unit  Home  Outpatient Clinic  Other: |

Equipment/Supplies

**Simulated Patient/Manikin(s) Needed:** Use of a simulated patient (SP) with disability is ideal for authenticity of the experience. Another SP or faculty member who is educated to simulate the disability is the alternative. Simulate the disability by covering the SP’s leg with a skin-colored sheath and have the SP simulate not being able to stand without an assistive device.

**Recommended Mode for Simulator:** (e.g. manual, programmed, etc.): N/A

**Other Props & Moulage:** Have a printed set of vital signs available in the room (on a clipboard or in large print hanging in the room), as if taken by tech or unlicensed assistive personnel (UAP).

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

Roles

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| --- | --- |
| Nurse 1  Nurse 2  Nurse 3  Provider (physician/advanced practice nurse)  Other healthcare professionals:  (pharmacist, respiratory therapist, etc.) | Observer(s)  Recorder(s)  Family member #1  Family member #2  Clergy  Unlicensed assistive personnel  Other: |

Guidelines/Information Related to Roles

Learners in role of nurse should determine which assessments and interventions each will be responsible for, or facilitator can assign nurse 1 and nurse 2 roles with related responsibilities.

Information on behaviors, emotional tone, and what cues are permitted should be clearly communicated for each role. A script may be needed for some roles.

Pre-briefing/Briefing

Prior to report, participants will need pre-briefing/briefing. During this time, faculty/facilitators should establish a safe container for learning, discuss the fiction contract and confidentiality, and orient participants to the environment, roles, time allotment, and objectives.

For a comprehensive checklist and information on its development, go to <http://www.nln.org/sirc/sirc-resources/sirc-tools-and-tips#simtemplate>.

Report Students Will Receive Before Simulation

**Time:**  1500

**Person providing report:** Dr. Smith

**Situation:** Mr. Patrick Lake is an adult patient who reports to the clinic with joint pain in both upper and lower extremities.

**Background:** The patient has a history of glaucoma, hypertension, intermittent atrial fibrillation, osteoarthritis, hypercholesterolemia, and an above-the-knee amputation from a war injury. This is his second visit to our clinic.

**Assessment:** Has joint pain for the past month. Wife is concerned that recently he has had some wooziness and she is wondering if this or any of his medications may be the cause.

**Recommendation:** Complete a focused history and physical exam related to the patient’s chief complaints.

Scenario Progression Outline

**Patient Name:** Patrick Lake **Date of Birth:** 11-13-YYYY (reflect age 64)

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| **Timing (approx.)** | **Manikin/SP Actions** | **Expected Interventions** | **May Use the Following Cues** |
| **0-5 minutes** | **Patrick Lake is in exam room.**  **Vital signs**: Temp - 97.8;  BP 150/90; heart rate - 80; respirations – 16  SP can handlearner a card with vital signs or can be on clipboard in room  **Information provided by SP:** “I’ve been having pain in all my joints.”  “I’ve had osteoarthritis for 10 years. I take acetaminophen 650 mg about 3 times a day, but it does not provide full relief.”  “Pain is different and worse than before, and I can’t exercise because of the pain.”  “I don’t have any swelling, redness, or lack of sensation in my joints, but they hurt and I am really stiff, especially in the morning. I can do everyday things but can’t do many of the chores in the house and garden anymore.”    “I also get dizzy sometimes and am wondering if my drugs are causing it.”  **Level of pain:** 5 | **Learners should begin by:**   * Performing hand hygiene * Introducing selves * Confirming patient ID * Taking vital signs * Providing privacy * Asking what brings patient to outpatient center * Assessing pain (0-10 scale) | **Role member providing cue:**  Simulated patient  **Cues:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column. |

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| **5-15 minutes** | **SP responses to questions about medications:**  “Besides the acetaminophen 650 mg that I take about 3 times a day for the joint pain, I also take:   * 2 pills for hypertension -lisinopril 20 mg once a day and metoprolol 50 mg twice a day; the metoprolol is also for my atrial fibrillation, along with apixaban to prevent blood clots from my atrial fibrillation. * For my high cholesterol, I take 1 atorvastatin 40 mg every day   I have glaucoma, so twice a day I put one drop of timolol in each eye.”  **During musculoskeletal assessment:** SP should indicate that he has pain in all joints in arms and legs, and it is sometimes worse in knees and wrists.  **If asked questions about orientation:** SP answers correctly to person/place/time. | **Learners are expected to:**   * Take medication history * Complete musculoskeletal assessment (assesses for temperature, redness, swelling, range of motion) * Assess stump * Do basic neuro assessment for level of consciousness and orientation | **Role member providing cue:**  Simulated patient  If learner does NOT ask about medications SP should say: “What about all these pills I take, do you need to know about them? Sometimes they make me fuzzy.” |
| **15-20 minutes** | **SP states:**  “So what do you think? Can anything be done about my pain so I can get more active again?” | **Learners are expected to:**   * Discuss impact of pain and disability on activities of daily living. * Tell Mr. Lake that they will report findings to Dr. Smith, who will be in to see him shortly. | **Role member providing cue:**  Simulated patient  **Cues:** Throughout the scenario, if students do not ask appropriate questions, SP can volunteer information listed in SP Actions column |

Debriefing/Guided Reflection

Note to Faculty

We recognize that faculty will implement the materials we have provided in many 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:**

* Communicating with a person with a disability
* Assessment of a person with a disability
* Care of a patient with an amputation

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). The debriefing questions for consideration are organized into the phases of debriefing, as recommended by the Healthcare Simulation Standard of Best Practice™ The Debriefing Process. The following phases are included below: Reactions/Defuse, Analysis/Discovery and Summary/Application. Remember to also identify important concepts or curricular threads that are specific to your program.

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| **Debriefing Phase** | **Debriefing Questions for Consideration** |
| Reactions/ Defuse | How did you feel throughout the simulation experience? |
| Give a brief summary of this patient and what happened in the simulation. |
| What were the main problems that you identified? |
| Analysis/ Discovery | Discuss the knowledge guiding your thinking surrounding these main problems. |
| What were the key assessment and interventions for this patient? |
| Discuss how you identified these key assessments and interventions. |
| Discuss the information resources you used to assess this patient. How did this guide your care planning? |
| Discuss the clinical manifestations evidenced during your assessment. How would you explain these manifestations? |
| Explain the nursing management considerations for this patient. Discuss the knowledge guiding your thinking. |
| What information and information management tools did you use to monitor this patient’s outcomes? Explain your thinking. |
| How did you communicate with the patient? |
| What specific issues would you want to take into consideration to provide for this patient’s unique care needs? |
| Discuss the safety issues you considered when implementing care for this patient. |
| What measures did you implement to ensure safe patient care? |
| What other members of the care team should you consider important to achieving good care outcomes? |
| How would you assess the quality of care provided? |
| What could you do improve the quality of care for this patient? |
| Summary/ Application | If you were able to do this again, how would you handle the situation differently? |
| What did you learn from this experience? |
| How will you apply what you learned today to your clinical practice? |
| Is there anything else you would like to discuss? |

Guided Debriefing Tool

The NLN created a Guided Debriefing Tool to provide structure from which facilitator observations can make objective notes of learner behaviors in simulation in direct relationship to the learning outcomes. [Download the NLN Guided Debriefing Tool](https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/sirc/guided-debriefing-tool.docx?sfvrsn=f659d27e_3).

Important Note

If you can recruit an SP with a real disability, then include the SP in the debriefing and ask SP to provide feedback regarding their feelings as the patient in the scenario, focusing on interpersonal skills:

Did the learners:

* Talk to me as a person?
* Demonstrate active listening/make eye contact?
* Sit at eye level?
* Treat me as an adult and with respect?
* Ask about my disability and its impact on my current situation?

The authors have created an Observation Tool and Critical Elements for assessing learners in this simulation. Access the [Observation Tool and Critical Elements for Patrick Lake Simulation #1](https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/ace-series/p-lake-sim-1-observation-tool-and-critical-elements-bam.pdf?sfvrsn=a3afa80d_0).