Simulation Design Template

Eileen Suzuki and Angela Foster – Simulation #2

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| **Date:** **Discipline:** Nursing**Expected Simulation Run Time:** 20 minutes**Location:** Outpatient radiation therapy exam room**Today’s Date:** | **File Name:****Student Level:** **Guided Reflection Time:** Twice the amount of time that the simulation runs**Location for Reflection:**  |

Brief Description of Patient

**Name:** Angela Foster **Pronouns:** she/her

**Caregiver**: Eileen Suzuki, friend of Angela **Caregiver Pronouns:** she/her **Caregiver phone**: 555-555-1234

**Date of Birth:** 07/03/YYYY (reflect age 60) **Age**: 60

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

**Sexual Orientation**: heterosexual **Marital Status**: divorced

**Weight**: 140 lbs (63.5 kg) **Height**: 5’6”

**Racial Group**: (Faculty can select) **Language:** English **Religion**: (Faculty can select)

**Employment Status**: employed **Insurance Status**: employer insurance **Veteran Status**: N/A

**Allergies:** None known **Immunizations:** Up to date including flu vaccine

**Attending Provider/Team:** Oncology team

**Past Medical History:** C-Sections ages 28 and 30;cholecystectomy age 38; left mastectomy 3 weeks ago

**History of Present Illness:** Breast cancer diagnosed following lump in breast discovered by patient, mammogram and biopsy revealed cancer left breast. Mastectomy left breast done 3 weeks ago. Currently in first radiation therapy appointment. She is to have measurements today and return in 3 days for first radiation.

**Social History:** Divorced, 2 sons ages 30 and 32. One lives in Japan and one across the country. Both have families and work full-time. Angela has been an elementary school teacher for many years. She is currently using her accumulated sick leave and will be using FMLA (Family Medical Leave Act) during her course of treatment. Angela has health insurance but still has some financial concerns.

**Primary Medical Diagnosis:** PR+, HER2- breast cancer, 5 cm tumor left breast with positive lymph nodes

**Surgeries/Procedures & Dates:** Angela is three weeks post-op following left mastectomy and lymph node resection.

Psychomotor Skills Required of Participants Prior to Simulation

None

Cognitive Activities Required of Participants Prior to Simulation

Use textbook and other faculty-directed resources to review:

* Breast cancer,
* Care of patient undergoing radiation therapy

Read/review the following:

* Breast Cancer: The Basics

<https://www.oncolink.org/cancers/breast/breast-cancer-the-basics>

* National Breast Cancer Foundation: Radiation Therapy

<https://www.nationalbreastcancer.org/breast-cancer-radiation-therapy>

* National Cancer Institute: Radiation Therapy and You: Support for People With Cancer

<https://www.cancer.gov/publications/patient-education/radiation-therapy-and-you>

* Radiation Therapy

<https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/ace-series/radiation-guidelines.pdf?sfvrsn=a2aea50d_8>

Research resources in your own community for transportation, meals, and assistance in home

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 and family in a manner that illustrates caring, reflects cultural awareness, and addresses psychosocial needs.
7. Communicate appropriately with other health care 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. Review information and assess concerns about radiation therapy with patient and caregiver.
2. Assess patient’s self-care abilities with input from patient and caregiver.
3. Discuss patient’s options for help from others considering caregiver’s increasing responsibilities.
4. Provide community resources for transportation, meals, and assistance in home for Angela.

Faculty References

Breast Cancer: The Basics

<https://www.oncolink.org/cancers/breast/breast-cancer-the-basics>

National Breast Cancer Foundation: Radiation Therapy

<https://www.nationalbreastcancer.org/breast-cancer-radiation-therapy>

National Cancer Institute: Radiation Therapy and You: Support for People With Cancer

<https://www.cancer.gov/publications/patient-education/radiation-therapy-and-you>

Radiation Therapy

<https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/ace-series/radiation-guidelines.pdf?sfvrsn=a2aea50d_8>

**The Healthcare Simulation Standards of Best Practice™**

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

Setting/Environment

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| [ ]  Emergency Department[ ]  Medical-Surgical Unit[ ]  Pediatric Unit[ ]  Maternity Unit[ ]  Behavioral Health Unit | [ ]  ICU[ ]  OR / PACU[ ]  Rehabilitation Unit[ ]  Home [x]  Outpatient Clinic: Outpatient radiation therapy exam room[ ]  Other:  |

Equipment/Supplies

**Simulated Patient/Manikin(s) Needed:** Simulated patient recommended for both Angela and Eileen.

**Recommended Mode for Simulator:** If using a manikin, no programming required.

**Other Props & Moulage:** Angela has right ankle wrapped for sprain and has a walker.

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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 Essential Equipment:****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 [x]  Other: Walker |

Roles

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| [x]  Nurse 1[x]  Nurse 2[ ]  Nurse 3[ ]  Provider (physician/advanced practice nurse)[ ]  Other healthcare professionals:  (pharmacist, respiratory therapist, etc.) | [x]  Observer(s) Any number of observers[ ]  Recorder(s)[x]  Family member #1 Friend: Eileen Suzuki[ ]  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 created from Scenario Progression Outline.

Pre-briefing/Briefing

Please remind learners that this simulation is somewhat different than those they may have experienced in the past. While they will be caring for both the patient and the caregiver, the focus of the simulation is the caregiver.

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:** 1000

**Person providing report:** Clinic nurse supervisor

**Situation:** Angela Foster is a 60-year-old woman who had a left mastectomy 3 weeks ago for PR+, HER2- breast cancer. She will be starting external beam radiation tomorrow and the plan will be 5 treatments per week for 6 weeks.

**Background:** Patient Angela is a gravida 2 para 2 divorced woman who lives alone. She discovered a lump in her left breast a little over a month ago, and her biopsy revealed cancer. Patient’s mother died of breast cancer at age 70. Angela teaches 4th grade but she is now on medical leave. She has no other chronic health problems and was on no medications prior to surgery. Her initial post-op pain was controlled by oxycodone hydrochloride, 5 mg / acetaminophen, 325 mg, but she is now on ibuprofen or acetaminophen. Her friend Eileen is with her and is helping her around the house.

**Assessment:** Left mastectomy site healing well, drains removed 2 weeks ago. Angela has some restricted movement on the left side, shoulder and arm. She also fell at home yesterday and sprained her right ankle, so she’s having some difficulty with ambulation and is now using a walker. VS were taken: Temp 36.8, HR 78, RR 16, BP 120/72.

**Recommendation:** Angela has the radiation handout but please review the materials on radiation side effects and management. Explain the schedule of daily treatments Monday through Friday for 6 weeks. She is scheduled for 9 AM this week but no more appointments have been made. Please have her schedule her treatments at the reception desk for the next 2 weeks. We can begin any time before 5 PM. Assess her transportation plans and appointment preference. Her friend may not be able to continue this level of help for her.

Scenario Progression Outline

**Patient Name:** Angela Foster **Date of Birth:** 07-03-YYYY (reflect age 60)

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| **Timing (approx.)** | **Manikin/SP Actions** | **Expected Interventions** | **May Use the Following Cues** |
| **0-5 min** | Angela: “You are such a good friend to stick by me through all this. Especially now with my stupid ankle! Geez! Of all the luck!”(If asked, “I can go up and down stairs. I can shower OK. I just can’t drive for a week or 2. I’m hoping by next week the swelling will be down and I can drive myself, but I don’t know.”Eileen: “I’m trying Angela. It’s just that now Jennifer really needs me, and I don’t know how I’ll manage everything.”Eileen (to nurses): “My daughter is working and going to school. I watch my 2-year-old granddaughter almost every day.” | **Learners should begin by:*** Performing hand hygiene
* Introducing selves
* Confirming patient ID
* Assessing Angela’s abilities for movement around her home and outside of it.
 | **Role member providing cue:****Cue:**  |
| **5-10 min** | Angela: “I can’t believe this is going to be every day. I can’t drive for at least the next few days. When do I need to be here?”Eileen: “I can bring you tomorrow at 9. I don’t think I can wait here for long with Harper though. You know 2-year-olds!”Angela: “I don’t mind using a taxi service or Uber to get home this week. It’s not that far. And I guess my friend Abby from work might be able to bring me later in the day next week. She is done with work by 3.” | **Learners are expected to**:* Review radiation therapy schedule with Angela
* Encourage Angela to consider offers of help from friends (appointments are available through 5PM)
 | **Role member providing cue:** Eileen**Cue:** (If learners don’t ask about other driving options) “Didn’t you say some of your teacher friends offered to help out? If there’s late afternoon appointments…” |
| **10-15 min** | Angela: “Is this radiation going to make me very sick? Is there anything I’m supposed to be doing?” | **Learners are expected to:**Review radiation therapy teaching materials including side effects and self-care |  |
| **15-20 min** | Eileen: “Do you think there is any way she can get help with meals or shopping or driving or anything? I don’t want to desert my friend now, but my daughter is really having a bad time.” | **Learners are expected to:**Explain resources available in the community and how to access them |  |

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:**

* Angela’s ability for self-care
* Angela’s dependence on her friend as a caregiver
* Eileen’s conflicting responsibilities as a caregiver and a mother and the resulting guilt she expresses

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).