### Interprofessional Simulation Design Template

**Date: File Name:**

**Disciplines:**  **Student Level:**

**Expected Simulation Run Time: Guided Reflection Time:**

**Interprofessional Reflection:**

**Discipline Specific Reflection:**

**Location:**   **Location for Reflection:**

|  |  |
| --- | --- |
| **Admission Date: Today’s Date:**  **Brief Description of Client**  **Name: Gender: Age: Race:**  **Weight: \_\_\_\_kg Height: \_\_\_\_cm**  **Religion: Major Support:**  **Phone:**  **Allergies:**  **Immunizations:**  **Attending Physician/Team:**  **Past Medical History:**  **History of Present illness:**  **Social History:**  **Primary Medical Diagnosis:**  **Surgeries/Procedures & Dates:**  **Problem List:** | **Psychomotor Skills Required Prior to Simulation (by discipline)**  **Cognitive Activities Required prior to Simulation [i.e. independent reading (R), video review (V), computer simulations (CS), lecture (L)]**  **(By Discipline)**  **Terminology (**concepts) that all disciplines should be familiar with prior to simulation |

**Interprofessional Simulation Learning Objectives (These are samples that we would like to have in a dropdown box so that simulation designers can choose to use or adapt them for their simulations).**

**1. Roles & Responsibilities: \*\*adapted from IPEC report\*\* (samples here)**

* Understands the roles of other health team members
* Recognizes one’s own limitations in skills, knowledge and abilities to promote safe and efficient care

**2. Communication \*adapted from IPEC report\*\* (samples here)**

* Team members use common terminology and tools to provide pertinent information to members of team (including patient).
* Team members clearly express knowledge and opinions regarding treatment and care options
* Demonstrates ability to actively listen and respectfully respond to instructive feedback.

**3. Teams & Teamwork \*\* adapted from IPEC report \*\* (samples here)**

* Participates as an active member of the healthcare team
* Manages conflict within the group in an effective manner
* Solicits feedback/guidance from other healthcare members

**4. Values & Ethics \*\* adapted from IPEC report\*\* (samples here)**

* Promote the opinions and discussions of all team members.
* Respect the unique cultures, values and expertise of other health professions.
* Values the patient and family as the focus of team based care.

**Discipline Specific Simulation Learning Outcomes**



**Fidelity (choose all that apply to this simulation)**

|  |  |
| --- | --- |
| **Setting/Environment**   * **ER** * **Med-Surg** * **Peds** * **ICU** * **OR / PACU** * **Women’s Center** * **Behavioral Health** * **Home Health** * **Pre-Hospital** * **Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   **Simulator Manikin/s Needed:**  **Props:** **Equipment attached to manikin:**  * **IV tubing with primary line \_\_\_\_\_\_\_\_\_\_\_ fluids running at \_\_\_\_\_\_\_\_\_\_ cc/hr** * **Secondary IV line \_\_ running at \_ cc/hr** * **IV pump** * **Foley catheter \_\_\_\_\_\_\_\_cc output** * **PCA pump running** * **IVPB with \_\_\_ running at \_\_\_ cc/hr** * **02 \_\_\_\_\_\_\_** * **Monitor attached** * **ID band \_\_\_\_\_\_\_** * **Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **Discipline specific equipment**  **Equipment available in room**  * **Bedpan/Urinal** * **Foley kit** * **Straight Catheter Kit** * **Incentive Spirometer** * **Fluids** * **IV start kit** * **IV tubing** * **IVPB Tubing** * **IV Pump** * **Feeding Pump** * **Pressure Bag** * **02 delivery device (type)** * **Crash cart with airway devices and emergency medications** * **Defibrillator/Pacer** * **Suction** * **Other\_\_\_\_\_\_\_\_\_** | **Medications and Fluids**   * **IV Fluids:**      * **Oral Meds:** * **IVPB:** * **IV Push:** * **IM or SC:**   **Diagnostics Available**   * **Labs** * **X-rays (Images)** * **12-Lead EKG** * **Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Documentation Forms**   * **Physician Orders** * **Admit Orders** * **Flow sheet** * **Medication Administration Record** * **Kardex** * **Graphic Record** * **Shift Assessment** * **Triage Forms** * **Code Record** * **Anesthesia / PACU Record** * **Standing (Protocol) Orders** * **Transfer Orders** * **Discipline specific documents** * **Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   Recommended Mode for Simulation (i.e. manual, programmed, etc.)  **Standardized patients needed**  **Role:**  **Age:**  **Male/Female:** |
| **Roles / Guidelines for Roles**   * **Primary Nurse** * **Secondary Nurse** * **Clinical Instructor** * **Family Member #1** * **Family Member #2** * **Observer/s** * **Recorder** * **Physician / Advanced Practice Nurse** * **Respiratory Therapy** * **Anesthesia** * **Pharmacy** * **Lab** * **Imaging** * **Social Services** * **Clergy** * **Unlicensed Assistive Personnel** * **Code Team** * **Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   **Important Information Related to Roles**  **Significant Lab Values**  **Physician Orders** | **Student Information Needed Prior to Scenario:**   * **Has been oriented to simulator** * **Understands guidelines /expectations for scenario** * **Has accomplished all pre-simulation requirements** * **All participants understand their assigned roles** * **Has been given time frame expectations** * **Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   **Report Students Will Receive Before Simulation**  **Time:** |

**References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used For This Scenario: (site source, author, year, and page)**

Interprofessional Education Collaborative (2010). *Core competencies for interprofessional collaborative practice.* Retrieved from <http://www.aacn.nche.edu/education-resources/ipecreport.pdf>

### Scenario Progression Outline

|  |  |  |  |
| --- | --- | --- | --- |
| **Timing**  **(approximate)** | **Manikin Actions or Standardized Patient Action** | **Expected Interventions** | **May Use the Following Cues** |
|  |  |  | **Role member providing cue:**  **Cue:** |
|  |  |  | **Role member providing cue:**  **Cue:** |
|  |  |  | **Role member providing cue:**  **Cue:** |
|  |  |  | **Role member providing cue:**  **Cue:** |
|  |  |  | **Role member providing cue:**  **Cue:** |

**Debriefing / Guided Questions for This Simulation**

**(Remember to identify important concepts or curricular threads that are specific to your program)**

1. How did you feel throughout the simulation experience?

2. Describe the outcomes you were able to achieve?

3. Which outcomes were you unable to achieve (if any)?

4. Did you have the knowledge and skills to meet objectives?

5. Were you satisfied with your ability to work through the simulation?

6. To Observer/s: Could the nurses have handled any aspects of the simulation differently?

7. If you were able to complete this scenario again, how could you have handled the situation differently?

8. What did the group do well?

9. What did the team feel was the primary problem or diagnosis?

10. What were the key assessments and interventions?

12. Is there anything else you would like to discuss?

**Interprofessional Debriefing/Guided Reflection questions**

**Below are questions adapted from the IPEC competency domains that can be used according to the objectives of the scenario.**

**Roles & Responsibilities**

* Did you recognize the need for assistance from other disciplines in a timely manner?
* What occurred during the scenario that made you realize you needed assistance from team members from other disciplines?
* How did communication between disciplines support patient care?
* How did the contributions of other disciplines impact the care you provided?
* Talk about how the limitations in skills and knowledge impacted your role in today’s simulation.
* What actions will you take to develop your skills and knowledge?

**Communication**

* Discuss how you interpreted what was said to members of the team, including the patient, about the care being provided.
* Let’s discuss how individuals demonstrated valuing other members’ contributions.
* Let’s discuss team members’ communication during the simulation. Was it clear, timely, sensitive, and instructive?
* How would you characterize your response to feedback from others?

**Teams & Teamwork**

* Discuss how teamwork emerged in the scenario.
* Was leadership evident within the team? Did leadership change during the scenario? Speak to how leadership emerged or could improve.

**Values and Ethics**

* What actions by team members demonstrated trust and value of the diversity and dignity of all team members?
* How were the interests, values and the culture of the patient respected?
* Speak to how team members demonstrated a high degree of honesty, integrity and competence in their own profession?
* Discuss any ethical dilemmas that became apparent during the scenario.

**Complexity – Simple to Complex**

**Suggestions for Changing the Complexity of This Scenario to Adapt to Different Levels of Learners**