

Covenant School of Nursing Instructional Module (IM6)
SIMULATION LEARNING GUIDE
Topic/Concept: PMH Simulation

Needs Analysis Documentation
Students have limited PMH clinical experience and may not have the opportunity to assist in the care of a PMH patient in an acute setting.
Learning Goals/Outcomes
Upon completion of this simulation learning activity, you will be able to: - Identify, prioritize and implement appropriate nursing interventions based on a focused PMH assessment for the acute PMH patient such as responding to internal stimuli, self-harm, suicidal ideation, agitation, anxiety, alcohol and drug withdrawal. - Identify safety concerns and implement measures to minimize risk. - Incorporate patient-centered care throughout your assessments, interventions and education as you provide care to the PMH patient based on identified needs and risks. - Demonstrate use of SBAR communication when collaborating with other members of the health care team to promote optimal care of PMH patient. - Apply trauma-informed care therapeutic communication techniques applicable to specific patient behaviors including anxiety, agitation, responding to internal stimuli, and staff manipulation. - Use critical thinking to select correct medications for patients based on assessment and using CIWA-Ar, Hamilton Anxiety Scales.
Scenario(s) Used
- Alcohol withdrawal - Schizophrenia - Borderline personality disorder - Anxiety - Bipolar mania - PTSD - Drug abuse
Schedule of Activities
PMH Sim Day One - PMH Room, orientation - Therapeutic communication activity - PMH scenarios PMH Sim Day Two - PMH Room, orientation - Therapeutic communication activity - PMH scenarios
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
On-Line/ Out of Class - Review contents of PMH simulation folder in LMS prior to coming to PMH sim - Complete the PMH Medication work sheets for the common medications you might encounter in your scenario Lecture(s) - Nurse/patient relationship - Psychopharmacology - Anxiety disorders - Schizophrenia - Personality disorders - Mood disorders - Substance use disorders
Simulation Learning Activities
Simulation Activities:

- Orientation to room
- Therapeutic communication and safety review
- Scenarios
 - o Role assignment for each student – TPCN, CN, Family member, Physician, Debriefers, additional RN, or family member
 - o Pre-Brief SBAR off going report
 - o Group discussion to establish plan of care for the patient
 - o Critical Thinking Worksheet for TPCN to use in planning or patient care
 - o Debriefers Evaluation tool

Online/Out-of-Class:

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Evaluation Methods (Debriefing)

- Delta+ discussion
- Post-SLA Survey in Red Cap

Other Appropriate Documentation

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Time Allotted	PMH Sim Day One
0.5 hours	OB Room and orientation
0.5 hours	Therapeutic communication and safety activity
2.0 hours	Anxiety patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.0 hours	PTSD patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.0 hours	Drug abuse patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
7.00 hours	
Time Allotted	PMH Sim Day Two
2.0 hours	Alcohol withdrawal patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.0 hours	Borderline personality disorder patient (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 20 minutes scenario, 15 minutes Post-brief)
2.0 hours	Schizophrenia patient– (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.0 hours	Bipolar mania patient (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 20 minutes scenario, 15 minutes Post-brief)
8.00 hours	

Texas DECs	QSEN Competencies
• Knowledge • Provider of patient centered care • Patient safety advocate • Clinical Judgement	• Patient Centered Care • Teamwork & Collaboration • Evidence Based Practice • Safety
IM Student Learning Outcomes	NCLEX Test Plan
• Assessment & Intervention • Communication • Critical Thinking • Human Caring & Relationship • Management • Leadership • Teaching • Knowledge Intergrations	• Safe & Effective Care Environment • Health Promotion & Maintenance • Psychosocial Integrity • Physiological Integrity
Concepts	
• Clinical Judgment • Communication • Patient Education • Professionalism • Teamwork and Collaboration • Evidence-based Practice • Leadership and Management • Patient-centered Care • Safety	
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