

Pre-Brief for Simulated Patient Clinical Performance Videos

Welcome to the Simulated Patient Care Clinical developed for students to learn and refine professional nursing skills and clinical judgment in the management of a simulated patient. The simulated patient care clinical begins at the Simulation Center on Tuesdays and Wednesdays. This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose, to learn and improve.	Prepare for the virtual simulation patient care experience by using the NCSBN Clinical Judgment Model (NCJMM)
Confidentiality You signed the Student Commitment to Conduct during non-graded and graded CPE at the beginning of Instructional Module 1. That commitment is expected in every Instructional Module. Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session. We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we have to depend on you. Please do your best to treat this as a live scenario with a live patient.	• Recognize Cues: <i>What matters most (and NOW)?</i> • Analyze Cues: <i>What could it mean?</i> • Prioritize Hypothesis: <i>Where do I start?</i>
Objectives and Expectations ▪ Part of the simulation experience is a physical performance video whereby each student reenacts the scenario presented on Tuesdays and Wednesdays. Students are required to submit videos based on scenarios presented. ▪ The value of this experience is to assist the student nurse in the development of behaviors, actions, and clinical judgment for safe practice. ▪ The Universal Competencies need to be incorporated in every encounter with a patient, virtual, simulated, or live. The Competencies will be evaluated in the assessment, medication administration, communication, and procedure performed. ▪ A grading rubric is provided in the spirit of transparency. ▪ Your assigned system assessment, medication(s) for administration, and procedure(s) will be guided by the scenarios presented on Tuesdays and Wednesdays at the Simulation Center. The SBAR communication is your report as the on-coming nurse assuming care of a patient assignment. ▪ Record your patient care in one video session. Keep the video raw (no editing, clipping, splicing, etc.). If you recognize a breach or violation, state the fact in the moment, state your intervention, and continue patient care until completed. ▪ Perform as you would in a live clinical situation. Do not say "I would." For example, if hand sanitizing is needed, hand sanitize; if gloves should be worn, wear gloves; if sanitizing a surface is necessary for asepsis, sanitize the surface. ▪ Hold prepared syringes for the camera to capture the dose volume. For Insulin injections tell the second nurse the patient's blood glucose and have the nurse say the dose noted in the prepared syringe. ▪ The entire sterile field must be visible by the instructor reviewing the video. If the entire sterile field is not visible, contamination is the automatic assumption. ▪ Nurse out loud so instructors can hear your rationale or justification for nursing actions and interventions.	• Generate Solutions: <i>What could I do?</i> • Take Action: <i>What will I do?</i> • Evaluate Outcomes: <i>Did it work?</i>

- Please keep recordings to 30 minutes or less. Patient care videos exceeding the 30-minute time limit will not be graded. It is imperative you are prepared, have all necessary supplies, and have a working knowledge of the scenario and professional nursing skills in order to be organized and complete your performance within the time limit.
- Using the rubric provided, evaluate the nurse in your video. Be honest about what you see and identify improvement options.
- These performance videos have an “all or nothing” grade attached to them. If criteria are met, the grade will be recorded as “100”. If criteria are not met, the grade will be recorded as “0”. The video grades will average together in the gradebook.

Orientation to Environment and Logistics

- Performance videos must be recorded in the Covenant School of Nursing Helen DeVitt Jones Simulation Center. Use the supplies given to you at the beginning of the Instructional Module along with supplies offered in the Simulation Center.
- In your video you are the primary nurse assigned to care for Ms. CSON. Your videographer can respond as the patient if you are both in agreement. Your patient is either a mid- or high-fidelity manikin. She (Ms. CSON) can breathe, blink, and talk to you. She has heart, lung and bowel sounds as well as carotid, radial, femoral and pedal pulses. You can ask her questions and she can respond but her lips will not move.
- Use the Professional Nursing Skills Intervention Instructions as a guide to be certain all critical elements are completed with each task assigned.
- A copy of the universal competencies can be located in the Simulated Patient Clinical folder in Lessons on the LMS

Submit Videos to LMS Dropbox

- When ready to submit a video, name the video with your name and video number. (i.e. Susie Smith Video 1)
- Upload the video to the appropriate dropbox before it closes.
- Do not wait until the last minute to submit in case there are technical difficulties.
- To minimize complications when uploading a video to the LMS we have discovered a lower resolution works best (<720 x 480). The resolution can be altered in the settings of your phone or tablet used to video.
- Web based formats supported by the LMS include WMV, MOV, and MP4. Students with a MAC computer may require adjustments for uploading to the Learning Management System (LMS). There seems to be discord between Firefox, Safari and the LMS. MAC users may be more successful uploading to the LMS if Chrome is used as the browser.