

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

Needs Analysis Documentation
Students have limited OB clinical experience and may not have the opportunity to assist in the care of a high-risk OB patient.
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 OB assessment for the high-risk OB patient such as the prolapsed cord, postpartum hemorrhage, PIH with magnesium toxicity, etc. - Incorporate family-centered care throughout your assessments, interventions and education as you provide care to the mother, newborn and family based on the maternal, newborn, and family identified needs. - Demonstrate use of SBAR communication when collaborating with other members of the health care team to promote optimal care the childbearing family.
Scenario(s) Used
- Gestational Diabetic OB patient - Hypoglycemic Newborn - Group B Strep OB patient - Septic Newborn - Pregnancy Induced Hypertensive (PIH), Magnesium Toxic Postpartum patient - Breech Scheduled Cesarean Section patient - No Prenatal Care 28-week gestation patient in active labor
Schedule of Activities
OB Sim Day One - OB Room, Manikins orientation - Leopold's activity and 1st Delivery - OB Assessment activity - FHM Strip Review - OB Scenarios OB Sim Day Two - Group B Strep OB Patient - Septic Newborn - Pregnancy Induced Hypertensive (PIH), Magnesium Toxic Postpartum patient - Breech Schedules C-Section patient - No Prenatal Care 28-week gestation active labor patient
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
Pre-Brief will include: *Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve. *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. *Fiction Contract- We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we must depend on you. Please do your best to treat this as a live scenario with a live patient. *Review of Learning Objectives *Orientation to Spaces/Equipment/Safety- Orientation to the room(s) to be used, equipment in those rooms, reminder of emergency exits/processes, & review of psychological safety process.

Logistics- Badging In/Out, restroom location, & food & drink

On-Line/ Out of Class

- Review the following section in your Foundations of Maternal-Newborn and Women's Health Nursing textbook
 - o Induction of labor, cervical ripening, and labor augmentation pgs. 404-410
 - o Diabetes and pregnancy pgs. 232-242
 - o Pregnancy induced hypertension pgs. 215-228
- Complete Case Studies question prior to OB simulation and be prepared to discuss.
 - o Induction or Labor
 - o Diabetes in Pregnancy
 - o Pregnancy Induced Hypertension (PIH)
- Complete the Maternal and Newborn Medication work sheets for the common medications you might encounter in your scenario

Simulation Center Activities

- OB Skills Lab

Lecture(s)

- Antepartum
- Fetal Heart Monitor
- Intrapartum
- Postpartum
- High Risk OB

Simulation Learning Activities

Simulation Activities:

- Orientation to room, manikins, and first delivery
- FHM strip review
- Case study discussion (including information needed for the care of the high-risk OB patient's which have not yet been covered in lectures due to the student's clinical rotation assignment)
- 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)

- Plus, & Delta discussion base on students assigned scenario role
- Post SLA Survey in Red Cap

Other Appropriate Documentation

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Time Allotted	OB Sim Day One
0.50 hours	OB Room and Manikins orientation
0.50 hours	Leopold's Activity and 1 st Delivery
0.50 hours	OB Assessment Activity
0.75 hours	FHM Strip Review
0.75 hours	Case Study Discussion
2.00 hours	Gestational Diabetic OB patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
2.00 hours	Hypoglycemic Newborn (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
7.00 hours	

Time Allotted	OB Sim Day Two
2.00 hours	Group B Strep OB Patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
1.50 hours	Septic Newborn (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 20 minutes scenario, 15 minutes post-brief)
2.00 hours	PIH Magnesium Toxic Postpartum patient– (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
1.50 hours	Breech Scheduled C-Section (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 20 minutes scenario, 15 minutes post-brief)
2.00 hours	No Prenatal Care 28-week OB patient-(High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
8.00 hours	

Texas DEC's	QSEN Competencies
Knowledge IA: 1 c, 2, 3, 4; IB: 1a-e, 2 a & b, 3, 7 a-c, 8; IC: 2, 3; ID: 3 IIA:1 a & b, 2 a-c, 3, 4; IIB: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12; IIC:1 a & b, 2 a & b, 3, 4 a & b, 5, 7, 8; IID: 1a-d, 2, 3a & b, 5a & b; IIE: 1a & b, 2, 3a & b, 4a & b, 5, 6a, 8, 9, 11a-c, 12, 13; IIF: 1, 2; IIG: 1 a & b, 2 a & b, 3 a & b; IIH: 3 c, 5, 6; IIIA: 2, 3, 4; IIIB: 1 a-c, 2, 4; IIID: 1a-c; IVA: 4a & b, 5a; IVB: 1a & b, 2a & b, 3 a & b, 4; IVC: 1, 2, 3, 4 a & b, 5, 6, 7, 8; Clinical Judgement and Behaviors IA:1, 2, 3 a & b; IB: 1, 2 a-c, 3a -c, 5 a & c, 6 a-c, 7, 8, 9; IC: 2, 4, 5, 6 a ID 1, 2 a-d, 3 b; IIA:1, 2a-c, 3, 4; IIB: 1, 2, 3 a & b, 4, 5, 6, 7, 8, 9 a & b; IIC: 1, 2, 3 a & b, 4, 5, 6, 7; IID: 1, 2 b & c; IIE:1, 2 a-c, 3 a & b, 4, 5 a & b, 6 a-d, 7 a-c, 8, 9,10, 11,12 a & b,13; IIF: 1a-c, 2 a & b, 3 a & b, 4, 5 a-c, 6; IIG: 1, 2 a & b, 3, 4, 5 a & b, 6, 7; IIH: 3, 6 IIIA: 2, 3, 4, 5a; IIIB: 1, 2, 3 a-c, 4, 5, 6; IIIC:1, 2 a & b; IIID:1; IIIE:1; IVA: 1, 2 a & b, 3; IVB: 1 a & b, 2, 3 a-c, 4 b, 5 a; IVC: 1 a-c, 2a-c; 3 a & b, 4; IVD: 4	Patient Centered Care, Teamwork & Collaboration, Evidenced Based Practice, Safety, Informatics
IM Student Learning Outcomes	NCLEX Test Plan
1/2/3/4/5/6/7/8	Safe & Effective Care Environment, Health Promotion & Maintenance, Psychosocial Integrity, Physiological Integrity
Concepts	
Education/Teamwork & Collaboration/Ethics & Legal Precepts/ Evidence-Based Practice/Health Information Technology/ Patient-Centered Care/Safety/Cellular Regulation/Clotting/Comfort/ Elimination/Fluid & Electrolyte Balance/Functional Ability/ Gas Exchange/Metabolism/Mobility/Nutrition/Perfusion/Reproduction/ Sleep/Thermoregulation/Coping/Grief/Human Development	Donna Neel, MSN, RNC-OB, C-EFM, CA/CP SANE, AFN-BC, SANE A, SANE P
Date originated: 9/24/20 Content Expert: Donna Neel, MSN, RN Simulation Consultant: Randall Stennett	Revision Dates: 12/04/20, 6/24/21,1/25/22, 7/6/21

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