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 for the childbearing family.

Scenario(s) Used

- Gestational Diabetic OB patient.
- Hypoglycemic Newborn patient.
- Group B Strep OB patient.
- Septic Newborn patient.
- 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
- FHM Strip Review
- OB Scenarios
  - Gestational Diabetic
  - Breech Presentation
  - Groups Beta Strep positive

OB Sim Day Two
- 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 & 6. 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 -** (see listed above)
- **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

- Watch the following videos located in the LMS OB Sim lesson.
  - OB room orientation
  - Victoria orientation
  - Newborn Tory orientation
- Receive an email notifying them of their assigned.
  - Scenario
  - Roles for each scenario
- Complete the OB Sim Patient Preparation Worksheet pages 1-3 for their assigned scenario prior to arrival at OB sim.
- Upload the completed OB Sim Patient Preparation Worksheet pages 1-3 into their individual LMS drop box prior to arrival at OB sim.

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 if time allows.
- Scenarios
  - Role assignment of TPCN, CN, Family member, Physician, Debriefer, additional RN if needed.
  - Pre-Brief SBAR.
  - TPCN will share their plan of care based on the Patient Preparation Worksheet pages 1-3
  - Critical Thinking Worksheet for TPCN to use in planning or patient care.
  - Debriefer Evaluation tool

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
1.00 hours	OB Room and Manikins orientation
1.00 hours	FHM Strip Review
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	Breech Scheduled C-Section (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes post-brief)
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)
8.00 Hours	
Time Allotted	OB Sim Day Two
1.00 hours	Septic Newborn (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 25 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)
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)
1.00 hours	Hypoglycemic Newborn (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 25 minutes scenario, 15 minutes post-brief)
8.00 hours	

Texas DECs	*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**
/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, 8/1/23***

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