

**Covenant School of Nursing Instructional Module 7  
SIMULATION LEARNING GUIDE**

**Topic/Concept: Unfolding Advanced Medical-Surgical Simulation**

<b>Needs Analysis Documentation</b>
<ul style="list-style-type: none"><li>To provide a realistic experience of the care required when caring for the advanced medical-surgical patient</li></ul>
<b>Learning Goals/Outcomes</b>
Upon completion of this simulation learning activity, you will be able to: <ul style="list-style-type: none"><li>Analyze the scenario and identify the appropriate nursing interventions for an advanced medical-surgical patient.</li><li>Implement patient care that meets quality, safety, and evidence-based standards.</li><li>Utilize team members as appropriate (physician consult, case manager, chaplain services).</li><li>Prioritize patient care according to the patient status.</li></ul>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"><li>Patient admitted to Emergency Department for triage via EMS.</li><li>Patient requiring interventions based on changes in current condition.</li><li>Transfer to Intensive Care Unit for further evaluation.</li><li>Need for various healthcare interprofessional consultations.</li></ul>
<b>Schedule of Activities</b>
<ul style="list-style-type: none"><li>Rotations through unfolding simulation as patient is admitted to hospital through emergency department and moves according to changes in patient condition.</li></ul>
<b>Pre-Simulation Learning Activity Preparation (Pre-Briefing)</b>
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 <ul style="list-style-type: none"><li>None</li></ul> Lecture Topics <ul style="list-style-type: none"><li>Respiratory</li><li>Cardiac</li><li>ABG</li><li>Sepsis</li><li>Delegation</li><li>Leadership</li></ul>

<ul style="list-style-type: none"> <li>Trauma and Emergency Medicine</li> </ul>	
Simulation Center Activities	
<ul style="list-style-type: none"> <li>Simulation stations</li> </ul>	
<b>Simulation Learning Activities</b>	
Simulation Activities:	
<ul style="list-style-type: none"> <li>Pre-brief will review how the simulation will flow.</li> <li>Students will be either an observer or active participant in various patient scenario(s).</li> <li>Debrief will be conducted after the simulation.</li> </ul>	
Online/Out-of-Class:	
<ul style="list-style-type: none"> <li>Click here to enter text.</li> </ul>	
<b>Evaluation Methods (Debriefing)</b>	
<ul style="list-style-type: none"> <li>Group debrief after simulation</li> <li>Post simulation lab Red Cap</li> </ul>	
<b>Other Appropriate Documentation</b>	
<ul style="list-style-type: none"> <li>Click here to enter text.</li> </ul>	
<b>Texas DECs</b>	
<ul style="list-style-type: none"> <li>Clinical Judgment</li> <li>Knowledge</li> <li>Patient Safety Advocate</li> </ul>	
<b>QSEN Competencies</b>	
<ul style="list-style-type: none"> <li>Safety</li> <li>Evidence Based Practice</li> <li>Teamwork and collaboration</li> <li>Patient Centered Care</li> </ul>	
<b>IM Student Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>Assessment and Intervention</li> <li>Critical Thinking</li> <li>Knowledge Integration</li> <li>Communication</li> <li>Human Caring and Relationships</li> <li>Manage and Prioritize Resources</li> <li>Teaching</li> <li>Leadership</li> </ul>	
<b>NCLEX Test Plan</b>	
<ul style="list-style-type: none"> <li>Safe and Effective Care Environment</li> <li>Health Promotion and Maintenance</li> <li>Physiological Integrity</li> <li>Pharmacological and Parenteral Therapy</li> <li>Physiological Adaptation</li> </ul>	
<b>Concepts</b>	
<ul style="list-style-type: none"> <li>Clinical Judgement</li> <li>Evidence Based Practice</li> <li>Safety</li> <li>Communication</li> <li>Perfusion</li> <li>Gas Exchange (Oxygenation)</li> </ul>	
<b>Faculty</b>	
Darla Smith, Paula Ponder, Dawn Kineman-Wiginton, Stacey Spradling	
<b>Date originated: 5/13/2021</b>	
Content Expert: Simulation Consultant: Randall Stennett	
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Reviewed:

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CSON SIMULATION Learning Guide (adopted by Faculty vote) – REV