

**Covenant School of Nursing Instructional Module 3**  
**SIMULATION LEARNING GUIDE**  
**Topic/Concept: Prioritization**

<b>Needs Analysis Documentation</b>
<ul style="list-style-type: none"> <li>Students have limited ability to perform assessment and intervention skills that promote critical thinking due to limited opportunities for specific disease processes/skills in the bedside clinical setting. The simulation center will be used to promote critical thinking, assessment skill, and prioritization skills. SIM will be utilized to reinforce lecture content which is not always possible in the uncontrolled hospital environment.</li> </ul>
<b>Learning Goals/Outcomes</b>
<p>Upon completion of this simulation learning activity, you will be able to:</p> <ul style="list-style-type: none"> <li>Students will appropriately manage, administer, and teach the patient regarding medications.</li> <li>Recognize hypoglycemia/hyperglycemia and treat the patient accordingly.</li> <li>Manage the care in an immediate abdominal post-operative patient.</li> <li>Manage the care in post-cardiac catheterization patient.</li> <li>Manage the care of a patient with chronic obstructive pulmonary disease</li> </ul>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"> <li>Prioritization using 5 patient scenarios: Pre and post cardiac catheterization, post-operative ruptured diverticula, hypoglycemia and hyperglycemia scenario, anaphylaxis.</li> </ul>
<b>Schedule of Activities</b>
<ul style="list-style-type: none"> <li>Day 1: Report/preparation 15 minutes, orientation to the room including a briefing in each room. No breaks provided. Bring any drinks you require with you. 4 patient rooms running 30 minutes each, 45 minute debrief</li> <li>Day 2: Report/preparation 15 minutes, 4 patient rooms running 30 minutes each, 45 minute debrief</li> </ul>
<b>Pre-Simulation Learning Activity Preparation (Pre-Briefing)</b>
<p><i>Pre-Brief will include:</i></p> <p><i>*Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve.</i></p> <p><i>*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.</i></p> <p><i>*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.</i></p> <p><i>*Review of Learning Objectives</i></p> <p><i>*Orientation to Spaces/Equipment/Safety- Orientation to the room(s) to be used, equipment in those rooms, reminder of emergency exits/processes, &amp; review of psychological safety process.</i></p> <p><i>Logistics- Badging In/Out, restroom location, &amp; food &amp; drink</i></p>

*On-Line/ Out of Class*

- Medication Sheet-deliverable on first day of simulation exercise
- *Pathophysiology Sheet including patient teaching-deliverable on first day of simulation exercise.*
- *Review Focal Assessments: Cardiac, peripheral vascular, GI, Respiratory, pain, and GU, and skin*
- *Review Medication Admin: IV, PO, IVPB, SQ*
- *Pre- and post-cardiac catheterization care*
- *Foley catheter care, insertion, and removal*
- *Nasogastric tube care and progression of diet*
- *Colostomy care and teaching*

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**Simulation Learning Activities**

- Simulation Activities:
  1. IV piggyback medication administration
  2. PO medication administration
  3. IV fluid administration
  4. Insulin delivery, hypo- and hyperglycemia treatment
  5. 4 P's
  6. Appropriate focal assessments for each scenario
  7. Universal precautions
  8. Clinical Reasoning
  9. Teaching medications and pathophysiology
  10. Nursing Judgement
  11. Nasogastric tube care with progression of diet
  12. Diet progression in post-operative patient
  13. Foley catheter care and management
  14. Surgical wound care in a post-operative/cardiac catheter patientLaboratory value interpretation  
Use of a hand-held nebulizer

**Evaluation Methods (Debriefing)**

- Observer Evaluation
- Plus/Delta Discussion based on students assigned scenario role
- Post SLA Survey in Red Cap

**Other Appropriate Documentation**

- Medication worksheet(s)
  - Levofloxacin
  - Piperacillin/tazobactam
  - Morphine
  - Hydrocodone/Acetaminophen
  - Glucagon
  - D50

<ul style="list-style-type: none"> <li>- Insulin lispro</li> <li>- Aspirin 325 mg PO Daily</li> <li>- Methylprednisolone 120mg</li> <li>- Albuterol HHN</li> <li>• Pathophysiology worksheet(s) <ul style="list-style-type: none"> <li>- Coronary Artery Disease</li> <li>- Diverticulitis</li> <li>- Perforated Diverticula</li> <li>- Type 2 Diabetes</li> <li>- Chronic obstructive pulmonary disease/Emphysema</li> </ul> </li> <li>• Written evidence of research for: <ul style="list-style-type: none"> <li>- Colostomy care and colostomy patient teaching</li> <li>- Stoma care and teaching</li> <li>- Pt teaching related to Up with Assistance Activity Level</li> <li>- Advance diet as tolerated.</li> <li>-</li> </ul> </li> </ul>

<b><i>Texas DEC's</i></b>	<b><i>QSEN Competencies</i></b>
<ul style="list-style-type: none"> <li>• Member of the Profession</li> <li>• Provider of Patient-Centered care</li> <li>• Patient Safety Advocate</li> <li>• Member of the Health Care Team</li> <li>• Knowledge</li> <li>• Clinical Judgment and Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-centered care</li> <li>• Teamwork and collaboration</li> <li>• Safety</li> <li>• Evidence-based Practice</li> <li>• Safety</li> <li>• Informatics</li> </ul>
<b><i>IM Student Learning Outcomes</i></b>	<b><i>NCLEX Test Plan</i></b>
<ul style="list-style-type: none"> <li>• 1/2/3/4/5/6/7/8</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care Environment: Management of Care, Safety, and Infection Control</li> <li>• Health Promotion and Maintenance</li> <li>• Psychological Integrity: Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiologic Adaptation</li> </ul>
<b><i>Concepts</i></b>	
<ul style="list-style-type: none"> <li>• Comfort</li> <li>• Elimination</li> <li>• Fluid and Electrolytes</li> <li>• Functional Ability</li> <li>• Gas Exchange (Oxygenation)</li> <li>• Nutrition</li> <li>• Perfusion</li> <li>• Thermoregulation</li> <li>• Cognition</li> <li>• Coping</li> </ul>	

<ul style="list-style-type: none"> <li>• Interpersonal Relationships</li> <li>• Clinical Judgment</li> <li>• Communication</li> <li>• Health Promotion</li> <li>• Patient Education</li> <li>• Professionalism</li> <li>• Teamwork and Collaboration</li> <li>• Ethics and Legal Precepts</li> <li>• Evidence-based Practice</li> <li>• Leadership and Management</li> <li>• Patient-Centered Care</li> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Health Information Technology</li> <li>• Metabolism</li> </ul>	
<p><b>Date originated: 1/8/2024</b>  Content Expert: Kelli Howard, MSN, RN-BC  Simulation Expert: Randall Stennett, DNP</p>	<p><b>Revision Dates:</b>  <b>4/4/2024</b></p>

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*Topic:* Click here to enter text.