

**Covenant School of Nursing Instructional Module 4  
SIMULATION LEARNING GUIDE**

**Topic/Concept:**

<b>Needs Analysis Documentation</b>
<ul style="list-style-type: none"><li>Students have limited ability to independently perform assessments and interventions that promote critical thinking due to inconsistent experiences while in hospital clinicals.</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>Identify, prioritize, and implement appropriate nursing interventions based on focused assessments of acutely ill adult medical/surgical patients (i.e., maintaining standard precautions, safe medication administration, evaluation of vital signs, lab value analysis) and evaluate patient responses to interventions.</li><li>Incorporate patient-centered care and appropriate communication techniques during the simulated nursing care experience.</li><li>Demonstrate appropriate use of SBAR (Situation Background Assessment Recommendation) communication when communicating with other members of the healthcare team.</li></ul>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"><li>Margaret Chan- 68 year old female with metastatic non-small cell lung carcinoma</li><li>Arthur Harris- 59 year old male with type 2 diabetes and a wound infection</li><li>Wallace Peterson- 69 year old male with COPD and pneumonia</li><li>Agnes Taylor- 81 year old female with osteoporosis and a left hip fracture</li></ul>
<b>Schedule of Activities</b>
<b>Week prior to simulation</b> <ul style="list-style-type: none"><li>Students receive email containing simulation schedule, paperwork preparation requirements before arrival to simulation center and dress code</li></ul>
<b>Sim Day 1</b> <ul style="list-style-type: none"><li>Discuss paperwork and expectations of concept mapping and observers</li><li>High-Fidelity Sim Room: brief review of room orientation and manikin functionality</li><li>Scenarios 1 &amp; 2</li><li>Students in nursing role provide SBAR to group followed by group debriefing</li></ul>
<b>Sim Day 2</b> <ul style="list-style-type: none"><li>Answer questions and review expectations</li><li>Scenarios 3 &amp; 4</li><li>Students in nursing role provide SBAR to group followed by group debriefing</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:

- Complete pages 1 & 2 of simulation critical thinking patient worksheet
- Complete medication worksheet

**Simulation Learning Activities**

Simulation Activities:

- Brief review of room orientation and manikin functionality
- Medsurg Scenarios: Each scenario will allow for the following student roles: 2 TPCN, 1 –2 family member, 4-5 observers
- Pre-brief SBAR of off going report
- Observation Rubric (Student Performance Checklist) completed by scenario observers
- Debriefing Guided Questions
- Plus/Delta Reflection

Online/Out-of-Class:

- Assigned Simulation Critical Thinking Patient Worksheet and Medication Worksheet

**Evaluation Methods (Debriefing)**

- Observer Evaluation Rubric and group discussion of concept map
- Plus/Delta discussion based on students assigned scenario role
- Post SLA Survey in Red Cap

**Other Appropriate Documentation**

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Texas DECs	QSEN Competencies
<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 Judgement 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> </ul>
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> <li>• Develop a plan of care that implements measures to promote quality and a safe environment for patients utilizing evidence-based practice for the adult medical-surgical patient.</li> <li>• Analyze comprehensive assessment data to identify problems while utilizing evidence-based nursing care for the adult medical-surgical patient.</li> <li>• Integrate nursing and healthcare standards with dignity and respect when providing nursing care in the adult medical-surgical setting</li> <li>• Coordinate, collaborate, and communicate in a timely manner with patients and the interdisciplinary health care team to plan and evaluate patient-centered care for the adult medical-surgical patient.</li> <li>• Communicate effectively with patients, family, and members of the interdisciplinary team in an adult Medical Surgical setting.</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>• Psychosocial Integrity</li> <li>• Physiological Integrity: Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiologic Adaptation</li> </ul>
<p><b>Date originated:</b> 12/3/20  Content Expert: Abigail Webster MSN, RN-BC &amp; Lorrie Burnett MSN, RN-BC  Simulation Consultant: Randall Stennett  Hours: 2:1</p>	<p><b>Revision Dates:</b> 3/23/23, 5/18/23, 1/18/24, 6/26/25</p>

Reviewed:

Instructional Module (4) Simulation Learning Guide

Topic: High-Fidelity Simulation

This simulation learning activity has been approved for 2:1 clinical hours by simulation committee review and vote: 02/2024