

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

Needs Analysis Documentation
<ul style="list-style-type: none">• Students have limited PMH clinical experience and may not have the opportunity to assist in the care of a PMH patient in an acute setting.
Learning Goals/Outcomes
Upon completion of this simulation learning activity, you will be able to: <ul style="list-style-type: none">• Identify, prioritize and implement appropriate nursing interventions based on a focused PMH assessment for the acute PMH patient such as responding to internal stimuli, self-harm, suicidal ideation, agitation, anxiety, alcohol and drug withdrawal.• Apply trauma-informed care therapeutic communication techniques applicable to specific patient behaviors including anxiety, agitation, responding to internal stimuli, and staff manipulation.• Use critical thinking to select appropriate interventions for patients based on assessment and using assessment tools appropriate to specific scenarios.• Incorporate DSM-V diagnostic criteria into assessments and interdisciplinary communication.• Identify safety concerns and implement measures to minimize risk.
Scenario(s) Used
<ul style="list-style-type: none">• Substance use disorder (SUD) - Alcohol withdrawal• Schizophrenia• Borderline personality disorder (BPD)• Generalized anxiety disorder (GAD)• Bipolar mania• Post-traumatic stress disorder (PTSD)• Dual-diagnosis (SUD/depression)• Obsessive-compulsive disorder (OCD)
Schedule of Activities
PMH Simulation Day One <ul style="list-style-type: none">• Orientation to simulation center• PMH Room, orientation• Therapeutic communication activity• PMH scenarios<ul style="list-style-type: none">o GADo SUDo Bipolar mania PMH Simulation Day Two <ul style="list-style-type: none">• PMH Room, orientation• Therapeutic communication activity• PMH scenarios<ul style="list-style-type: none">o PTSDo BPDo Schizophrenia
Pre-Simulation Learning Activity Preparation (Pre-Briefing)

Sim center prebrief will include:

- Welcome – this educational experience has been designed to provide a safe learning environment intended to be nonthreatening and judgment-free so that everyone can acquire and practice new skills.
- 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. No information from this learning experience should be shared with other students so that everyone can have the same quality of learning experience.
- Fidelity in simulation – These scenarios are works of fiction, but efforts have been made to ensure that the simulations are as realistic as possible. Your commitment to the fidelity of these scenarios is important – please treat these scenarios as realistically as possible when in the roles of primary or secondary nurse as well as that of the patient.
- Psychological safety – these scenarios touch on difficult topics and, in the interest of providing a safe and non-threatening learning environment, you will be allowed to select which role you take on in each scenario, with the expectation that everyone participates in each role – primary nurse, secondary nurse, patient, observer, at least once. If a scenario is triggering or otherwise risks disrupting the psychological safety of this simulation experience, let your instructor know and another scenario will be selected, no questions asked.

On-Line/ Out of Class

- Review contents of PMH simulation folder in LMS prior to coming to PMH sim.
 - o Therapeutic communication using trauma-informed care skills sheet
 - o Informed consent document
 - o Assessment instruments
 - o Simulation scenario SBAR
- Complete the PMH Medication work sheets for the common medications you might encounter in your scenario

Lecture(s)

- Nurse/patient relationship
- Psychopharmacology
- Anxiety disorders
- Schizophrenia
- Personality disorders
- Mood disorders
- Substance use disorders

Simulation Learning Activities

Simulation Activities:

- Orientation to room
- Therapeutic communication and psychological safety review
- Scenarios
 - o Role assignment for each student – TPCN, CN, Family member, Physician, Debriefers, additional RN, or family member
 - o Pre-Brief SBAR
 - 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 Post-simulation SBAR handoff, DSM-V report
 - o Debriefers Evaluation tool

Online/Out-of-Class:

- PMH Simulation Reflection

Evaluation Methods (Debriefing)

- Delta+ discussion
- Post-SLA Survey in Red Cap

Other Appropriate Documentation

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Time Allotted	PMH Sim Day One
0.5 hours	High-fidelity room and simulation center orientation
0.75 hours	Therapeutic communication and safety activity
2.25hours	Anxiety patient – (High-fidelity scenario calculated 2:1) (Pre-brief/setup 30 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.25 hours	Alcohol withdrawal patient – (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.25 hours	Bipolar mania patient (High-fidelity scenario calculated 2:1) (Pre-brief 10 minutes, 20 minutes scenario, 15 minutes Post-brief)
8.00 hours	
Time Allotted	PMH Sim Day Two
2..5 hours	PTSD patient – (High-fidelity scenario calculated 2:1) (Pre-brief/setup 30 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.5 hours	Borderline personality disorder patient (High-fidelity scenario calculated 2:1) (Pre-brief 30 minutes, 30 minutes scenario, 15 minutes Post-brief)
2.0 hours	Schizophrenia patient– (High-fidelity scenario calculated 2:1) (Pre-brief 15 minutes, 30 minutes scenario, 15 minutes Post-brief)
1.0 hours	Simulation week debrief round-table activity
8.00 hours	

Texas DECs	QSEN Competencies
<ul style="list-style-type: none"> • Knowledge • Provider of patient centered care • Patient safety advocate • Clinical Judgement 	<ul style="list-style-type: none"> • Patient Centered Care • Teamwork & Collaboration • Evidence Based Practice • Safety
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> • Assessment & Intervention • Communication • Critical Thinking • Human Caring & Relationship • Management • Leadership • Teaching • Knowledge Integration 	<ul style="list-style-type: none"> • Safe & Effective Care Environment • Health Promotion & Maintenance • Psychosocial Integrity • Physiological Integrity
Concepts	
<ul style="list-style-type: none"> • Clinical Judgment • Communication • Patient Education • Professionalism • Teamwork and Collaboration • Evidence-based Practice • Leadership and Management • Patient-centered Care • Safety 	Annie Harrison, DNP, MSN RN PMH-BC
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Instructional Module (6) Simulation Learning Guide

Topic: PMH Simulation

Content specialist: Annie Harrison, DNP, MSN, RN PMH-BC

Simulation specialist: Randall Stennett

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