

**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 skills, and prioritization skills. SIM will be utilized to reinforce lecture content, which is not always possible in an uncontrolled hospital environment.</li></ul>
<b>Learning Goals/Outcomes</b>
Upon completion of this simulation learning activity, you will be able to:  <ol style="list-style-type: none"><li>1. Perform nursing care for the adult patient and family by identifying and implementing appropriate nursing interventions based on focused assessments while applying evidence-based practice, safety, and quality principles. Key skills include standard precautions, safe medication administration, patient education, evaluation of vital signs and lab values, informed consent, and ostomy care.</li><li>2. Conduct focused assessment to identify and prioritize urgent patient needs, ensuring timely and effective prioritizations.</li><li>3. Demonstrate clinical judgment by integrating evidence-based data when making safe and effective decisions for patients.</li><li>3. Communicate and collaborate effectively with patients, family members, and interdisciplinary healthcare teams, through structured communications tools such as SBAR and observational feedback.</li></ol>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"><li>• Prioritization using 5 patient scenarios:</li><li>• Pre and post care of cardiac catheterization</li><li>• Post-operative ruptured diverticula,</li><li>• Type II Diabetes</li><li>• Anaphylaxis</li><li>• Pneumonia</li><li>• Chronic Obstructive Pulmonary Disease</li></ul>
<b>Schedule of Activities</b>
<b>Sim Day 1:</b> 4 patient rooms 30 min each with pre-brief and debrief for 30 min.  Room orientation and high-fidelity manikin functionality. Scenarios Debriefing  <b>Sim Day 2:</b>

Scenario  
Debrief

### Pre-Simulation Learning Activity Preparation (Pre-Briefing)

Pre-Brief will include:

\*Welcome- This learning experience is set up in a safe, non-threatening environment conducive to learning and engaged participation.

\*Confidentiality- You signed the Student Commitment to Conduct during non-grade 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 and Clarify expectations and establish ground rules

\*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

\*Assign Roles and Provide Report- Assign which student will be the nurse for each patient. SBAR report given on each patient.

On-Line/ Out of Class- Complete Case Studies- Clinical paperwork

*On-Line/ Out of Class*

- *Medication Sheet-deliverable on first and second of simulation exercise*
- *Pathophysiology Sheet including patient teaching-deliverable on first day of simulation exercise.*
- *Review Focal Assessments: Cardiac, peripheral vascular, GI, Respiratory, pain, GU, and Hypoglycemia*
- *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*
- *Insulin administration teaching*

Click here to enter text.

### 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 patient
15. Laboratory value interpretation

**Evaluation Methods (Debriefing)**

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

**Other Appropriate Documentation**

<p>Medication worksheet(s)</p> <ul style="list-style-type: none"> <li>- Levofloxacin</li> <li>- Piperacillin/tazobactam</li> <li>- Morphine</li> <li>- Hydrocodone/Acetaminophen</li> <li>- Epinephrine Pen</li> <li>- Benadryl</li> <li>- Insulin Glargine</li> <li>- D50</li> <li>- Insulin lispro</li> <li>- Aspirin 325 mg PO Daily</li> </ul> <ul style="list-style-type: none"> <li>• Pathophysiology worksheet(s) <ul style="list-style-type: none"> <li>- Coronary Artery Disease</li> <li>- Anaphylaxis</li> <li>- Diverticulitis</li> <li>- Perforated Diverticula</li> <li>- Type 2 Diabetes: S/S of Hyperglycemia vs Hypoglycemia</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>- Pt Teaching for insulin administration and Glucose monitoring</li> </ul> </li> </ul>

Click here to enter text.	
<b><i>IM Student Learning Outcomes</i></b>	<b><i>NCLEX Test Plan</i></b>
<ol style="list-style-type: none"> <li>1. Perform Nursing Care: Implement appropriate interventions based on focused assessments, applying evidence-based practice, safety, and quality principles. Key skills: standard precautions, safe medication administration, patient education, vital signs and lab values evaluation, informed consent, and ostomy care.</li> <li>2. Prioritize Urgent Needs: Conduct focused assessments to identify and prioritize urgent patient needs, ensuring timely and effective prioritizations</li> <li>3. Demonstrate Clinical Judgment: Integrate evidence-based data to make safe and effective decisions for patients.</li> </ol>	<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>

<p>4. <b>Communicate and collaborate:</b> Effectively communicate and collaborate with patients, families, and interdisciplinary teams using structured tools like SBAR and observational feedback.</p>	
	<p><a href="#">Click here to enter text.</a></p>
<b>Concepts</b>	
<ul style="list-style-type: none"> <li>• Comfort</li> <li>• Elimination</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> <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: 01/08/2024</b> Content Expert: Kelli Howard, MSN Simulation Expert: Randall Stennett, DNP</p>	<p><b>Revision Dates: 5/20/2025</b> Content Expert: Rachel Crow MSN, RN Hours: 2:1 Simulation Expert: Randall Stennett, DNP</p>

*Instructional Module Choose an item. Simulation Learning Guide*

*Topic:* [Click here to enter text.](#)