

**Kansas State Board of Nursing  
Simulation Scenario Library**

**Level of Scenario:**

Beginning \_\_\_\_\_ Intermediate \_\_\_\_\_ Complex \_\_\_\_\_

**Specialty:** \_\_\_\_\_

**Brief Overview of Scenario:**

**Contributed by:** \_\_\_\_\_ (Faculty)

\_\_\_\_\_ (School)

**Date of Submission:** \_\_\_\_\_

**Date of publication on the Web:** \_\_\_\_\_

(Office use only)



## Fidelity

<p><b>Setting/Environment</b></p> <ul style="list-style-type: none"> <li>○ ER</li> <li>○ Med-Surg</li> <li>○ ICU</li> <li>○ OR/PACU</li> <li>○ Women's Center</li> <li>○ Behavioral Health</li> <li>○ Home Health</li> <li>○ Pre-Hospital</li> <li>○ Other</li> </ul> <p><b>Simulator Manikin/s Needed:</b></p> <p><b>Props:</b></p> <p><b>Equipment attached to manikin:</b></p> <ul style="list-style-type: none"> <li>○ IV tubing with primary line _____ fluids running at _____ cc/hr</li> <li>○ Secondary IV line _____ running at _____ cc/hr</li> <li>○ Foley catheter _____ cc output color _____</li> <li>○ PCA pump running</li> <li>○ O2</li> <li>○ Monitor attached</li> <li>○ ID band</li> <li>○ Other</li> </ul> <p><b>Equipment available in room:</b></p> <ul style="list-style-type: none"> <li>○ Bedpan/Urinal</li> <li>○ Foley kit</li> <li>○ Straight Catheter Kit</li> <li>○ Incentive Spirometer</li> <li>○ Fluids</li> <li>○ IV start kit</li> <li>○ IV tubing</li> <li>○ IVPB tubing</li> <li>○ IV pump</li> <li>○ Feeding bag</li> <li>○ Pressure bag</li> <li>○ O2 delivery devices type</li> <li>○ Crash cart with airway devices and emergency medications</li> <li>○ Defibrillator/Pacer</li> <li>○ Suction</li> <li>○ Other</li> </ul>	<p><b>Medications and Fluids</b></p> <ul style="list-style-type: none"> <li>○ IV Fluids:</li> <li>○ Oral Meds:</li> <li>○ IVPB</li> <li>○ IV Push:</li> <li>○ IM or SC:</li> </ul> <p><b>Diagnostics Available:</b></p> <ul style="list-style-type: none"> <li>○ Labs</li> <li>○ X-rays (Images)</li> <li>○ 12 lead EKG</li> <li>○ Other:</li> </ul> <p><b>Documentation Forms</b></p> <ul style="list-style-type: none"> <li>○ Physician Orders</li> <li>○ Admit Orders</li> <li>○ Flow sheet</li> <li>○ Medication Administration Record</li> <li>○ Kardex</li> <li>○ Graphic Record</li> <li>○ Shift Assessment</li> <li>○ Triage Forms</li> <li>○ Code Record</li> <li>○ Anesthesia/PACU Record</li> <li>○ Standing (Protocol) Orders</li> <li>○ Transfer Orders</li> </ul> <p><b>Other Props</b></p> <p><b>Recommended Mode for simulation:</b></p>
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Recommended Student Group Size: \_\_\_\_\_

<p>Assignment of Roles: S = Student F=Faculty</p> <p><input type="checkbox"/> Primary Nurse <input type="checkbox"/> Secondary Nurse <input type="checkbox"/> Clinical Instructor <input type="checkbox"/> Family Member #1 <input type="checkbox"/> Family Member #2 <input type="checkbox"/> Observer(s) <input type="checkbox"/> Physician/ Advanced Practice Nurse <input type="checkbox"/> Respiratory Therapy <input type="checkbox"/> Anesthesia <input type="checkbox"/> Pharmacy <input type="checkbox"/> Lab <input type="checkbox"/> Imaging <input type="checkbox"/> Social Services <input type="checkbox"/> Clergy <input type="checkbox"/> Unlicensed Assistive Personnel <input type="checkbox"/> Code Team <input type="checkbox"/> Other:</p> <p>Identify Faculty Roles Needed:</p> <p>Important information related to roles:</p> <p>Critical Lab Values:</p> <p>Physician Orders (Use separate page(s))</p>	<p>Student Information Needed Prior to Scenario:</p> <ul style="list-style-type: none"><li>• Has been oriented to simulator</li><li>• Understands guidelines/expectations for scenario</li><li>• Has accomplished all pre-simulation requirement</li><li>• All participants understand their assigned roles</li><li>• Has been given time frame expectations</li></ul> <p>Pr-scenario questions/information that students use for discussion (i.e. when will lab values/physician orders be presented to the students – prior to lab, during report, or during the simulation)</p> <p>Report students will receive prior to starting the simulation (report from ICU nurse, OR, night nurse, etc.)</p>
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**References, Evidence-Based Practice Guidelines, Protocols,  
or Algorithms used for this scenario:**

(site source, author, year, and page)

### Scenario Progression Outline

Timing	Programming Data (Manikin Actions)	Expected Interventions	Teaching Points for Debriefing
Initial Stage: Baseline Vital Signs -T -P -R -BP -Cardiac Rhythm -Breath Sounds -Heart Sounds -Abdominal Sounds -Other symptoms -Verbalization(s) of Simulator			1.  2.  3.  4.
Stage 1 -Worsening of Condition			
Multiple stages are possible depending on the complexity of the scenario			
Conclusion of Scenario			

### Debriefing/Guided Reflection Questions for this Simulation

(Remember to identify important concepts or curricular threads that are specific to your program)

1. What were your primary concerns in this scenario?
2. Did you miss anything in getting report on this patient?
3. Did you have sufficient knowledge/skills to manage this situation?
4. What were your primary nursing diagnoses in this scenario? What nursing interventions did you use, what outcomes did you measure? Where is your patient in terms of these outcomes now?
5. What did you do well in this scenario?
6. If you were able to do this again, what would you do differently?

### **Other Questions that May be Appropriate**

1. If you could do something differently, what would that be?
2. Did you feel you needed more information? What information would that be and how would you obtain it?
3. What guided your decision making process? What did you see? Hear? Smell?
4. What information/data did you use when making your decision?
5. Were you reminded of a previous experience? Did this influence your thinking?
6. What were your specific goals? Priorities?
7. What other courses of action did you consider?
8. Did you follow a known rule, policy, procedure, algorithm?
9. If your decision was not the best, what training, knowledge, or information could have helped?
10. How much was time pressure a factor in your decisions/actions?
11. How would you summarize this experience?

### **Complexity – Simple to Complex**

1. Suggestions for changing the complexity of this scenario to adapt to different levels of learners:
2. Suggestions to change the presentation of the scenario from one group to another to allow for programming “on the fly”?

## NCLEX – RN Test Plan Categories

<b>Safe Effective Care Environment</b>		<b>Health Promotion &amp; Maintenance</b>	<b>Psychosocial Integrity</b>
<p><i>Management of Care</i> Advance Directives</p> <p>Advocacy Case Management Client Rights Collaboration with Multi-disciplinary Team Management Confidentiality Consultation Continuity of Care Delegation Prioritization Ethical Practice Informed Consent Quality Assurance Referrals Resource Management Staff Education</p> <p>Supervision Legal Rights &amp; Responsibilities</p>	<p><i>Safety &amp; Infection Control</i> Accident Prevention Disaster Planning Emergency Response Plan Error Prevention Home Safety Injury Prevention Medical &amp; Surgical Asepsis Safe use of Equipment Security Plan Use of restraints/ Safety Devices Reporting of Incident/Event/ Irregular Occurrence/Variance Handling Hazardous and Infectious Materials</p>	<p>Aging Process Disease Prevention Family Planning Family Systems Growth &amp; Development Health &amp; Wellness Health Promotion Health Screening High Risk Behaviors Human Sexuality Immunizations Lifestyle Choices Teaching/Learning Self Care Techniques of Physical Assessment Developmental stages and Transitions Expected Body Image Changes Ante/Intra/Postpartum &amp; Newborn Care</p>	<p>Abuse/Neglect Behavior Interventions Chemical Dependency Coping Mechanisms Crisis Intervention Cultural Diversity End of Life Family Dynamics Grief and Loss Mental Health Concepts Psychopathology Situational Role Changes Stress Management Support Systems Therapeutic Environment Therapeutic Environment Sensory/Perceptual Alterations Religious and Spiritual Influences on Health</p>

<b>Physiological Integrity</b>			
<p><i>Basic Care and Comfort</i> Alternative &amp; Complementary Therapies Assistive Devices Elimination Mobility/Immobility Non-Pharmacological Comfort Interventions Nutrition &amp; Oral Hydration Palliative/Comfort Care Personal Hygiene Rest &amp; Sleep</p>	<p><i>Pharmacological and Parenteral Therapies</i> Adverse Effects Contraindications Side Effects Blood and Blood Products Central Venous Access Devices Dosage Calculation Expected Outcomes/Effects Intravenous Therapy Medication Administration Parenteral Fluids Pharmacological Agents/ Actions Pharmacological Interactions Pharmacological Pain Management Total Parenteral Nutrition</p>	<p><i>Reduction of Risk Potential</i> Diagnostic Tests Laboratory Values Monitoring Conscious Sedation Potential for Alterations in Body Systems Potential for Complications of Diagnostic Tests/ Treatment/Procedures Potential of Complications for Surgical Procedures and Health Alterations System Specific Assessments Therapeutic Procedures Vital Signs</p>	<p><i>Physiological Adaptation</i> Alterations in Body Systems Fluid &amp; Electrolyte Imbalances Hemodynamics Illness Management Infectious Diseases Medical Emergencies Pathophysiology Radiation Therapy Unexpected Response to Therapies</p>

## NCLEX – PN Test Plan Categories

<b>Safe Effective Care Environment</b>		<b>Health Promotion &amp; Maintenance</b>	<b>Psychosocial Integrity</b>
<i>Management of Care</i> Advance Directives  Advocacy Client Care Assignments Client Rights Concepts of Management & Supervision Consultation with Multi-disciplinary Team Confidentiality Continuity of Care Ethical Practice Informed Consent Legal Responsibilities Quality Assurance Referral process  Resource Management	<i>Safety &amp; Infection Control</i> Accident Prevention Error Prevention Home Safety Injury Prevention Medical & Surgical Asepsis Safe use of Equipment Security Plans Use of restraints/ Safety Devices Reporting of Incident/Event/ Irregular Occurrence/ Variance Handling Hazardous and Infectious Materials	Aging Process Data Collection Techniques Disease Prevention Family Planning Family Interaction Patterns Growth & Development Health & Wellness Health Promotion/Screening Programs High Risk Behaviors Human Sexuality Immunizations Lifestyle Choices Self Care Techniques of Physical Assessment Developmental stages and Transitions Expected Body Image Changes Ante/Intra/Postpartum & Newborn Care	Abuse or Neglect Behavior Interventions Behavior Management Coping Mechanisms Crisis Intervention Cultural Awareness End of Life Concepts Grief and Loss Mental Health Concepts Mental Illness Concepts Sensory/Perceptual Alterations Situational Role Changes Stress Management Substance-Related Disorders Suicide/Violence Precautions Support Systems Therapeutic Environment Therapeutic Communication Religious and Spiritual Influences on Health

<b>Physiological Integrity</b>			
<i>Basic Care and Comfort</i> Assistive Devices Elimination Mobility/Immobility Non-Pharmacological Comfort Interventions Nutrition & Oral Hydration Palliative/Comfort Care Personal Hygiene Rest & Sleep	<i>Pharmacological and Adverse Effects</i> Expected Effects Medication Administration Side Effects Pharmacological Actions Pharmacological Agents	<i>Reduction of Risk Potential</i> Diagnostic Tests Laboratory Values Potential for Alterations in Body Systems Potential for Complications of Diagnostic Tests/ Treatment/Procedures Potential of Complications for Surgical Procedures and Health Alterations Therapeutic Procedures Vital Signs	<i>Physiological Adaptation</i> Alterations in Body Systems Basic Pathophysiology Fluid & Electrolyte Imbalances Medical Emergencies Radiation Therapy Unexpected Response to Therapies