Simulation Design Template

Discipline:     Reviewed by:  
Course:     Debrief/Guided Reflection Time:  
Expected Simulation Run Time:

<table>
<thead>
<tr>
<th>Brief Description of Patient:</th>
<th>Psychomotor Skills Required prior to simulation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>Gender:</td>
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<tr>
<td>Age:</td>
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<tr>
<td>Race:</td>
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<tr>
<td>Weight: _____/kg _____lb</td>
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<td>Height: ______cm _______ft/in</td>
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<tr>
<td>Religion:</td>
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<td>Major Support:</td>
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<td>Phone:</td>
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<tr>
<td>Allergies:</td>
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<td>Immunizations:</td>
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<tr>
<td>Attending Physician/Team:</td>
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</tbody>
</table>

PMH:

History of Present illness:

Social History:

Primary Diagnosis:

Surgeries/Procedures:

Simulated Learning Objectives:

1.

2.

3.

4.

5.

6.

7.
### Setting/Environment
- ER
- Med-Surg
- ICU
- OR/PACU
- Women’s Center
- Behavioral Health
- Home Health
- Pre-Hospital
- Other

### Medications and Fluids
- IV Fluids:
- Oral Meds:
  - IVPB
  - IV Push:
  - IM or SC:

### Simulator Manikin/s Needed:

### Props:

### Equipment attached to manikin:
- IV tubing with primary line __________ fluids running at _______ cc/hr
- Secondary IV line _________ running at _______ cc/hr
- Foley catheter ________cc output color ______________________
- PCA pump running
- O2
- Monitor attached
- ID band
- Other

### Equipment available in room:
- Bedpan/Urinal
- Foley kit
- Straight Catheter Kit
- Incentive Spirometer
- Fluids
- IV start kit
- IV tubing
- IVPB tubing
- IV pump
- Feeding bag
- Pressure bag
- O2 delivery devices type
- Crash cart with airway devices and emergency medications
- Defibrillator/Pacer
- Suction
- Other

### Diagnostics Available:
- Labs
- X-rays (Images)
- 12 lead EKG
- Other:

### Documentation Forms
- Physician Orders
- Admit Orders
- Flow sheet
- Medication Administration Record
- Kardex
- Graphic Record
- Shift Assessment
- Triage Forms
- Code Record
- Anesthesia/PACU Record
- Standing (Protocol) Orders
- Transfer Orders

### Other Props:

### Recommended Mode for simulation:
Assignment of Roles:
S = Student
F = Faculty

___ Primary Nurse
___ Secondary Nurse
___ Clinical Instructor
___ Family Member #1
___ Family Member #2
___ Observer(s)
___ Physician/ Advanced Practice Nurse
___ Respiratory Therapy
___ Anesthesia
___ Pharmacy
___ Lab
___ Imaging
___ Social Services
___ Clergy
___ Unlicensed Assistive Personnel
___ Code Team
___ Other:

Identify Faculty Roles Needed:

Important information related to roles:

Critical Lab Values:

Physician Orders (Use separate page(s))

Student Information Needed Prior to Scenario:

- Has been oriented to simulator
- Understands guidelines/expectations for scenario
- Has accomplished all pre-simulation requirement
- All participants understand their assigned roles
- Has been given time frame expectations

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)

Report students will receive prior to starting the simulation (report from ICU nurse, OR, night nurse, etc.)
References, Evidence-Based Practice Guidelines, Protocols, or Algorithms used for this scenario:
(site source, author, year, and page)
**Scenario Progression Outline**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Programming Data (Manikin Actions)</th>
<th>Expected Interventions</th>
<th>Teaching Points for Debriefing</th>
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</thead>
<tbody>
<tr>
<td>Initial Stage: Baseline Vital Signs</td>
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<td>-R</td>
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<td>-BP</td>
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<td>4.</td>
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<tr>
<td>-Cardiac Rhythm</td>
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<td>-Breath Sounds</td>
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<td>-Heart Sounds</td>
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<td>-Abdominal Sounds</td>
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<tr>
<td>-Other symptoms</td>
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<tr>
<td>-Verbalization(s) of Simulator</td>
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<tr>
<td>Stage 1</td>
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<tr>
<td>-Worsening of Condition</td>
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<tr>
<td>Multiple stages are possible depending on the complexity of the scenario</td>
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<tr>
<td>Conclusion of Scenario</td>
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</table>

**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 your 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

### Safe Effective Care Environment
- Management of Care
  - Advance Directives
- 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
- Supervision
- Legal Rights & Responsibilities

### Health Promotion & Maintenance
- Safety & Infection Control
  - Accident Prevention
  - Disaster Planning
  - Emergency Response Plan
  - Error Prevention
  - Home Safety
  - Injury Prevention
  - Medical & 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

### Psychosocial Integrity
- Aging Process
- Disease Prevention
- Family Planning
- Family Systems
- Growth & Development
- Health & 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 & Newborn Care
- 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
- Sensory/Perceptual Alterations
- Religious and Spiritual Influences on Health

### Physiological Integrity
- Basic Care and Comfort
  - Alternative & Complementary Therapies
  - Assistive Devices
  - Elimination
  - Mobility/Immobility
  - Non-Pharmacological Comfort Interventions
  - Nutrition & Oral Hydration
  - Palliative/Comfort Care
  - Personal Hygiene
  - Rest & Sleep
  - Pharmacological and Parenteral Therapies
    - 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

### Reduction of Risk Potential
- 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

### Physiological Adaptation
- Alterations in Body Systems
- Fluid & Electrolyte Imbalances
- Hemodynamics
- Illness Management
- Infectious Diseases
- Medical Emergencies
- Pathophysiology
- Radiation Therapy
- Unexpected Response to Therapies
### NCLEX – PN Test Plan Categories

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<tr>
<th>Safe Effective Care Environment</th>
<th>Health Promotion &amp; Maintenance</th>
<th>Psychosocial Integrity</th>
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<td>Management of Care</td>
<td>Safety &amp; Infection Control</td>
<td>Abuse or Neglect</td>
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<td>Advance Directives</td>
<td>Accident Prevention</td>
<td>Behavior Interventions</td>
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<td>Advocacy</td>
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<td>Client Care</td>
<td>Home Safety</td>
<td>Coping Mechanisms</td>
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<td>Assignments</td>
<td>Injury Prevention</td>
<td>Crisis Intervention</td>
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<td>Client Rights</td>
<td>Medical &amp; Surgical</td>
<td>Cultural Awareness</td>
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<tr>
<td>Concepts of Management</td>
<td>Asepsis Safe use of Equipment</td>
<td>End of Life Concepts</td>
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<td>&amp; Supervision</td>
<td>Security Plans</td>
<td>Grief and Loss</td>
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<td>Consultation with Multi-</td>
<td>Use of restraints/ Safety Devices</td>
<td>Mental Health Concepts</td>
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<td>Reporting of Incident/Event/</td>
<td>Mental Illness Concepts</td>
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<td>Infectious Materials</td>
<td>Situational Role Changes</td>
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<td>Informed Consent</td>
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<td>Stress Management</td>
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<td>Legal Responsibilities</td>
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<td>Quality Assurance</td>
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<td>Disorders</td>
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<td>Referral process</td>
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<td>Suicide/Violence</td>
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<td>Resource Management</td>
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<td>Precautions</td>
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<td>Management</td>
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<td>Support Systems</td>
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### Physiological Integrity

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<tr>
<th>Basic Care and Comfort</th>
<th>Pharmacological and Adverse Effects</th>
<th>Reduction of Risk Potential</th>
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<tbody>
<tr>
<td>Assistive Devices</td>
<td>Expected Effects</td>
<td>Diagnostic Tests</td>
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<td>Elimination</td>
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<td>Mobility/Immobility</td>
<td>Administration</td>
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</tr>
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<td>Non-Pharmacological</td>
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<td>Body Systems</td>
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<tr>
<td>Comfort Interventions</td>
<td>Pharmacological Actions</td>
<td>Potential for Complications</td>
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<tr>
<td>Nutrition &amp; Oral</td>
<td>Pharmacological Agents</td>
<td>of Diagnostic Tests/</td>
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<tr>
<td>Hydration</td>
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<td>Treatment/Procedures</td>
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<tr>
<td>Palliative/Comfort Care</td>
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<td>Potential of Complications</td>
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<tr>
<td>Personal Hygiene</td>
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<td>for Surgical Procedures</td>
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<tr>
<td>Rest &amp; Sleep</td>
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<td>and Health Alterations</td>
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<td>Therapeutic Procedures</td>
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<td>Vital Signs</td>
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<thead>
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<th>Alterations in Body Systems</th>
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<tbody>
<tr>
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<td>Basic Pathophysiology</td>
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<td>Fluid &amp; Electrolyte Imbalances</td>
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