

Revising Author	Date Revised

## Section 1: Demographics

Scenario Title:

Simulated Patient Name(s):

Simulated Patient Age:

Developer:

Developer Email:

TIME	
Setup	
Simulation	
Debrief	
TOTAL	

## Section 2: Curricular Information

### *Target Learner Groups*

### *Learner Objectives*

At the end of the session, learners should be able to...

- 1)
- 2)
- 3)

### *Learner Pre-Simulation Activities/Assignments*

### *Learner Post-Simulation Activities/Assignments*

### *Scenario Synopsis for Facilitator*

### *Type of Debriefing*

## Section 3: Setup

Simulator / Scenario / Files	AV Considerations
Simulator to use: Patient to use in Computer: Scenario Title in Computer: Supporting Files, Documents, etc:	Video Recording: YES / NO Video Streaming: YES / NO Other: <b>Due to accreditation requirements, all simulation debriefings will be recorded.</b>

Initial Simulator Setup	
Clinical Setting	
Bed Type	
Body Props	
Body Position	
IV Access	
Wounds/Dressings	
Moulage	
Wig	
Arm Band	

Monitors	NOTES
Heart Rate	
NIBP	
Arterial Line	
CVP	
Respiratory Rate	
Oxygen Saturation	
End Tidal CO <sub>2</sub>	
Temperature	

Equipment / Supplies	NOTES

Additional Setup/Environmental Notes:

## Section 4: Prebrief

### *Prebrief Information*

NOTE: In preparation for the prebrief, huddle with the course director and facilitators to determine if it is necessary to reduce the number of participants in the simulation by asking more learners to be observers. This decision should be made on a case by case basis and should take into consideration the learning objectives and purpose of the simulation.

#### Prebrief Checklist:

- Welcome
- Purpose of the Simulation
- Confidentiality and Video Release
- Interacting in the Simulated Environment
- Fiction Contract
- Basic Assumption
- Debriefing
- Psychological Safety
- Safety Phrase
- Sim & Patient Safety

### *Scenario Stem for Learner*

## Section 5: Scenario Information

*Summary plot of scenario for director or facilitator*

*Patient history for voice operator (mannequin only)*

*Patient physical for ESP (usually nurse ESP, mannequin only)*

**Scenario Progression:**

Baseline:				Time:				Sounds		
HR	Rhythm	BP	O2 Sat	RR	Pulses	Temp	Eyes	Lung	Heart	Bowel
Patient vocalizations:										
Expected learner actions:										
Operator notes/prompts:										
Transition to next state:										

State 1:				Time:				Sounds		
HR	Rhythm	BP	O2 Sat	RR	Pulses	Temp	Eyes	Lung	Heart	Bowel
Patient vocalizations:										
Expected learner actions:										
Operator notes/prompts:										
Transition to next state:										

State 2:				Time:				Sounds		
HR	Rhythm	BP	O2 Sat	RR	Pulses	Temp	Eyes	Lung	Heart	Bowel
Patient vocalizations:										
Expected learner actions:										
Operator notes/prompts:										
Transition to next state:										

State 3:				Time:				Sounds		
HR	Rhythm	BP	O2 Sat	RR	Pulses	Temp	Eyes	Lung	Heart	Bowel
Patient vocalizations:										
Expected learner actions:										
Operator notes/prompts:										
Transition to next state:										

State 4:				Time:				Sounds		
HR	Rhythm	BP	O2 Sat	RR	Pulses	Temp	Eyes	Lung	Heart	Bowel
Patient vocalizations:										
Expected learner actions:										
Operator notes/prompts:										
Transition to next state:										

## Section 6: Embedded Simulation Persons (ESP)

ROLE	Simulated Name	NOTES

### Scenario Description, Background, Progression for ESP

### Role-specific ESP Information:

<b>ROLE:</b>	<i>Information, Frames, Cues, Phrases</i>

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## Section 7: Debriefing Plan

**REACTIONS:** The purpose of this section is to clear the air so a learning conversation can occur. Try to tie reactions to learning objectives you plan to cover. Try to frame in emotions. **NOT WHAT DID YOU THINK, How do you feel?**

**FACTS:** Give basic facts of case so learners don't spend debriefing time debating or wondering what was going on with patient. More advanced learners can give report. This should be no more than 3 sentences, brief facts of the case.

**PREVIEW:** In one or two sentences, give learners preview of the main topics you will cover in debriefing. These can be broad such as communication, patient safety, and management of SVT or they can be specific such as recognizing signs and symptoms of pancreatitis and understanding resources related to new diagnosis of HIV. Purpose is to let learners know where you are headed.

**UNDERSTAND & EXPLORE:** Begin each new objective with *AI* question trying to understand, explore, discuss, and generalize learners' frames. Remember this is *I saw / I thought / I wonder*. Be sure to let learners know when you are shifting from one objective to the next.

**SUMMARY:** Ask learners to summarize their "take-aways."

## Section 8: Facilitator Information

*Basic Science, Clinical Information, or other Background that will be helpful for facilitator/debriefer*

Area for providing background information for the facilitator/debriefer.