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# MANIKIN CASE SCENARIO OVERVIEW

|  |  |
| --- | --- |
| **Scenario Title:***Typically, course acronym and number followed by date (e.g., ANES 880\_11\_2021)* |  |
| **Course Number – Name:***Naming convention used by the University (i.e.,Banner); if an external group, please provide the name of your establishment (e.g., Methodist Le Bonheur Hospital)* |  |
| **Simulation Educator(s) and Case Author(s); email address(es):** |  |
| **Date Developed:** |  |
| **Last Date Updated:** |  |
| **Approved by:** |  |

### Classification of Case

|  |  |
| --- | --- |
| **Assessment Level** | [ ]  Formative [ ]  Summative [ ]  High-stakes |
| **Research***(IRB# and title of project)* |  |
| **Assessment Grading** | [ ]  Faculty Grading [ ]  Other grading – identify:[ ]  Live Grading [ ]  Remote Grading [ ]  n/a |
| **Learner Level/Year** |  |
| **Patient Group to be Portrayed** |  |
| **Organ System Focus** |  |
| **Intended Differential Diagnoses***(Potential diagnoses you expect the Learner to identify)* |  |
| **Intended Working Diagnosis***(The diagnosis you want the Learner to select and pursue)* |  |

### Learner Needs Assessment

*Why does this scenario need to be created? For more guidance see* [*Healthcare Simulation SOBP – Simulation Design – Criterion 2*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900096-7/fulltext)

*Add a row for each group of participants as needs may differ from group to group.*

|  |  |
| --- | --- |
| **Learner Group/Year in Program** | **Learner Needs** |
|  |  |
|  |  |

### Learning Objectives

*Objectives are specific and measurable: (1) Who will do (2) How much/well (3) Of What (4) By When?*
*For more guidance and to access a list of potential objective verbs, see the following links:*
*(1)* [*Healthcare Simulation SOBP – Simulation Design – Criterion 3*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900096-7/fulltext)*; (2)*[*Healthcare Simulation SOBP – Outcomes & Objectives*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900100-6/fulltext) *; (3)* [*https://uthsc.edu/simulation/documents/simulation-based-learning-objectives.pdf*](https://uthsc.edu/simulation/documents/simulation-based-learning-objectives.pdf)

*If IPE, include team objectives and ensure all disciplines have an objective to accomplish.*

|  |
| --- |
| **Objectives: During this activity, learners will …***Action verb, how much/ well, of what?, by when?* |
| 1.2. 3. |

# LOGISTICS AND SCENARIO SETUP DETAILS

|  |
| --- |
| ***(FOR OFFICE USE ONLY)*** |
| Run in prior semester: | [ ] Yes | [ ] No | If so, last date event ran? | *Enter date here.* |
| Estimated # of learners: |  |
| Room type & quantity: |  |
| Event flow: |  |
| Number of Cases: |  |
| How will the cases run? | [ ] Simultaneous | [ ] Separate | # Rooms per case |  |
| Number of Rounds: |  |
| Round Times: | Total time: |
| Prebrief: |
| Simulation Experience: |
| Debrief: |
| Reset: |
| Embedded Simulation Persons (SPs) Required: | [ ] Yes | [ ] No | If Yes, how many? | *Enter number here.* |
| Patient Voice: | [ ] Yes | [ ] No |  |  |
| A/V Capture (Streaming): | [ ] Yes | [ ] No | A/V Capture Playback for Debrief? | [ ] Yes[ ] No |
| Recording Capture for: | [ ] Prebrief | [ ] Encounter | [ ] Post-Encounter | [ ] Debrief |
| Learner Video Access: | [ ] Yes | [ ] No | Date Range? | *Enter date* *range here.* |
| B-Line Reports: | [ ] Yes | [ ] No | Report Type? | Choose an item. |
| Post-event Learner Survey: | [ ] Yes | [ ] No | DASH Assigned: | [ ] Yes[ ] No |
| Post Encounter Documentation:  | [ ] None [ ] Learner [ ] Faculty [ ] Other |
| Additional Info: |  |

### **Scenario Setup:** Additional Details

|  |  |
| --- | --- |
| **Is the scenario based on a real case?** |  |
| **Clinical Setting***e.g., emergency department, hospital room, etc.* |  |
| **Simulator** | *To be completed by CHIPS.* |
| **Patient Body Positioning** |  |
| **Wig** |  |
| **Arm Band***If need an arm band, please provide information to be provided on arm band:(e.g., patient name, DOB, etc.* |  |
| **Monitor Setup Availability***On at start of scenario? Make available upon participant request?* | [ ] On at start of scenario [ ] Available, but not on at start[ ] Not needed |
| **Moulage: Effect Needed***Makeup special effects to be applied to the manikin. Be specific to allow technicians to apply in the correct site and way to the specifications you provide. If unable to moulage, feel free to attach images to display during the scenario at the bottom of this template.* |  |
| **Will patient be intubated upon setup?** | [ ] Yes [ ] No |
| **Other Setup Details** |  |

### **Patient Monitor Setup:** Monitor Parameters to Display

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ECG** | [ ] Yes [ ] No | **SpO2** | [ ] Yes [ ] No | **RR** | [ ] Yes [ ] No | **HR** | [ ] Yes [ ] No | **NIBP** | [ ] Yes [ ] No | **Temp(P)** | [ ] Yes [ ] No |
| **EtCO2** | [ ] Yes [ ] No | **ABP** | [ ] Yes [ ] No | **CVP** | [ ] Yes [ ] No | **PAP** | [ ] Yes [ ] No | **ICP** | [ ] Yes [ ] No | **CPP** | [ ] Yes [ ] No |
| **CO2** | [ ] Yes [ ] No | **SaO2** | [ ] Yes [ ] No | **TOF** | [ ] Yes [ ] No | **Alarms** | [ ] Yes [ ] No | **C.O.** | [ ] Yes [ ] No | **pH** | [ ] Yes [ ] No |
| **N2O** | [ ] Yes [ ] No | **Other:**  |  |

### **Equipment Checklist:** Respiratory

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Binasal Cannula** | [ ] Yes [ ] No | **LMA**  | [ ] Yes [ ] No | **O2 Facemask** | [ ] Yes [ ] No | **Suction Catheter** | [ ] Yes [ ] No |
| **Yankauer:** | [ ] Yes [ ] No | **Nebulizer** | [ ] Yes [ ] No | **Suction** | [ ] Yes [ ] No | **Suction Catheter size (FG)** |  |
| **Bag Valve Mask** | [ ] Yes [ ] No | **Nasopharyngeal Airway** | [ ] Yes [ ] No | **Non-rebreather Facemask** | [ ] Yes [ ] No | **Oropharyngeal Airway** | [ ] Yes [ ] No |
| **Venturi Mask** | [ ] Yes [ ] No | **Other(s):** |  |

**Invasive Ventilation Parameters**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **iTime** : | **InspO2 (%)** : | **Rate** : | **PIP** : | **PEEP** : |

### **Equipment:** Other

|  |  |
| --- | --- |
| **Other equipment items:** |  |

### Pumps and IV Lines Checklist: Vascular Access

*Add the number/type of pumps and lines required for the scenario and any notes about setup, fluid type and site location.*

|  |  |
| --- | --- |
| **IV Primary Lines** |  |
| **IV Secondary Lines** |  |
| **PiggyBack Sets** |  |
| **IV Insertion Kits** |  |
| **Insertion Pump** |  |
| **Syringe Pump** |  |
| **PCA Pump** |  |
| **Other** |  |

### Medications

*Add a row for each additional medication.*

|  |  |
| --- | --- |
| **Medication Name** | **Dosage** |
|  |  |
|  |  |

### **Case Resources** – Lab and Diagnostic Assessment Information

*The resources provided may be part of the initial scenario or can be provided as learners request additional information (lab value results, x-rays, EKGs, ultrasound images, etc). If providing a resource as an attachment in an email, capture the filename below so it can be added into CHIPS OneDrive for saving. \*\*Please note, if you have a mock patient medical record, please attach the document.*

*Add a row for each additional resource.*

|  |  |  |
| --- | --- | --- |
| **Description of Resource** | **Linked Document Filename/Location** | **Where Used in Scenario** |
|  |  |  |
|  |  |  |

# FACILITATOR CONTENT

|  |
| --- |
| **Prebrief Script***This is an orientation for faculty/simulation educators to provide to simulation participants prior to scenario delivery. It outlines the goals of the learning experience, the underlying clinical problems of the patient and the expected actions and interventions from the participants. It is essential to establish physical and psychological safety within the prebrief. See the* [*Healthcare Simulation SOBP Prebriefing: Preparation and Briefing*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900095-5/fulltext) *for more guidance.* *A sample script with the basic prebriefing concepts is provided below. Please adapt script to your instruction while maintaining the basic concepts.* |
| Welcome: Welcome! We are excited to have you here. The purpose of this simulation is to \_\_\_\_\_\_\_\_. Remember that this is a learning environment, and we are all learning here together in a safe space.    **Objectives:**  Upon completion of the simulation experience, the student will be able to:  * Objective 1
* Objective 2

**Roles for Participants:**  You will perform the role of \_\_\_\_\_\_\_\_\_\_ practicing in a \_\_\_\_\_\_\_\_\_\_\_\_\_ setting. During this case you will interact with each other in the group as a patient care team.  **Time Limits/Process Logistics:**  This activity will take about \_\_\_\_\_\_\_\_ including this prebrief. The simulation experience will take \_\_\_\_ minutes, and the debrief will occur for the last\_\_\_ minutes or so.    This simulation case will end when\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**Orientation to the Simulation Environment:**  This session will take place in a simulation hospital/clinic room with your patient in a hospital bed. Equipment available for you to utilize for patient care is present in the room. You are encouraged to communicate with your medical team if you need assistance by requesting his/her presence via the telephone in the room. If you want to know an exam finding, perform the exam and ask for the finding out loud. Please note that the defibrillator on the code cart delivers a live shock—maintain all standard safety precautions. **Assessment of Participants:**  This event is for formative learning and not graded. However, you are expected as a learner group (active participants and observers) to do most of the talking during the case session and the debrief, so consistent engagement and attention to the case scenario is expected.      **Video-capture:**  This event and the debriefing will be recorded for quality improvement purposes. No access to the recordings will be granted outside of CHIPS or myself.    **Fiction Contract/Safe Learning Environment:**  We have done and will do all we can to make the simulation as real as possible for you, but we all know this is not occurring in a real, authentic patient room. Simulation fosters active engagement in a safe learning environment. Your role is to “enter the spirit” of this case scenario simulation, engaging with the “patient” and other members of your healthcare team as if the situation were real. This will provide you with the best active learning opportunity possible. We ask you to approach this experience with an open mind and agree to do the same as facilitators.  **The Basic Assumption™:**  The CHIPS program operates under the basic assumption philosophy: “We believe that everyone participating in this simulation activity is intelligent, capable, cares about doing their best and wants to improve.”©  **Confidentiality:**  Remember confidentiality: “what happens in simulation stays in simulation.” All simulation activities should not be discussed outside of this space to allow for equitable learning experiences for all participants.    **Debriefing:**  All students will participate in the post-event debrief session. The debrief is a time to discuss what happened in the simulation, areas of curiosity and how this simulation represents clinical knowledge and skills to be applied in future practice.  All debrief conversations are considered confidential and should not be discussed outside this event.     **Any Questions?** |

|  |  |
| --- | --- |
| **Scenario Synopsis:***Brief narrative about the case and the case progression from initial state to conclusion.* |  |
| **Scenario Stem for Learner(s):***Brief narrative to be recited for the learner(s) immediately prior to onset of the scenario.* |  |

###

### Patient Demographics

*The information below will serve as information the facilitator will use to respond in the patient’s voice during the scenario.*

|  |  |
| --- | --- |
| **Patient Name** |  |
| **Gender** |  |
| **Age** |  | **Date of Birth** |  |
| **Weight** |  | **Height** |  | **Head Circumference** |  |
| **Code Status** |  |
| **How Did You Get Here Today?** |  |
| **Chief Complaint** |  |
| **Symptoms**  |  |
| **ROS** | CNS:  HEENT: CVS: RESP: GI: GU: MSK: INT:  |
| **Past Medical History** |  |
| **Family History** |  |
| **Social History** |  |
| **Smoking/Alcohol?** |  |
| **Exercise/Diet?** |  |
| **Last eat/drink?** |  |
| **Medications**  |  |
| **Allergies** |  |
| **Immunizations** |  |
| **Questions to ask the learner?** |  |
| **Handoff to Learner***Free text for any other points to make to the learner.* |  |

SCENARIO STATES AND FACILITATION

|  |  |  |
| --- | --- | --- |
| **Initial State:**  | **Time:** | **Sounds** |
| **Rhythm**  | **HR** | **RR**  | **BP**  | **O2 Sat** | **EtCO2** | **Temp** | **Pulses** | **Eyes**  | **Lung**  | **Heart**  | **Bowel**  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Patient status and vocalizations:**  |
| **Expected learner actions** (tasks you would expect your learners to do in this state)**:**  |
| **Facilitator cueing and prompts** (cues and/or triggers your facilitators may use to guide or respond to the learner actions)**:**  |
| **Transition** (desired actions or triggers to move to next state):  |
| **Notes:** *Use the Notes field for each main area to capture points that will help the scenario run as planned.* |

|  |  |  |
| --- | --- | --- |
| **State 2:**  | **Time:** | **Sounds**  |
| **Rhythm**  | **HR** | **RR**  | **BP**  | **O2 Sat** | **EtCO2** | **Temp** | **Pulses** | **Eyes** | **Lung**  | **Heart**  | **Bowel**  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Patient status and vocalizations:**  |
| **Expected learner actions** (tasks you would expect your learners to do in this state)**:**  |
| **Facilitator cueing and prompts** (cues and/or triggers your facilitators may use to guide or respond to the learner actions)**:**  |
| **Transition** (desired actions or triggers to move to next state):  |
| **Notes:** *Use the Notes field for each main area to capture points that will help the scenario run as planned.* |

|  |  |  |
| --- | --- | --- |
| **State 3:**  | **Time:** | **Sounds**  |
| **Rhythm**  | **HR** | **RR**  | **BP**  | **O2 Sat** | **EtCO2** | **Temp** | **Pulses** | **Eyes**  | **Lung**  | **Heart**  | **Bowel**  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Patient status and vocalizations:**  |
| **Expected learner actions** (tasks you would expect your learners to do in this state)**:**  |
| **Facilitator cueing and prompts** (cues and/or triggers your facilitators may use to guide or respond to the learner actions)**:**  |
| **Transition** (desired actions or triggers to move to next state):  |
| **Notes:** *Use the Notes field for each main area to capture points that will help the scenario run as planned.* |

|  |  |  |
| --- | --- | --- |
| **State 4:**  | **Time:** | **Sounds**  |
| **Rhythm**  | **HR** | **RR**  | **BP**  | **O2 Sat** | **EtCO2** | **Temp** | **Pulses** | **Eyes**  | **Lung**  | **Heart**  | **Bowel**  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Patient status and vocalizations:**  |
| **Expected learner actions** (tasks you would expect your learners to do in this state)**:**  |
| **Facilitator cueing and prompts** (cues and/or triggers your facilitators may use to guide or respond to the learner actions)**:**  |
| **Transition** (desired actions or triggers to move to next state):  |
| **Notes:** *Use the Notes field for each main area to capture points that will help the scenario run as planned.* |

### Embedded Participants

*What embedded roles are required to deliver the scenario? For each different role needed during the scenario, think about the mindset driving behaviors, the emotional state, how you want/don’t want the embedded participant to respond to the learners as they play each role, and any direct quotes you need shared with your learners to provide facilitatory cues to aid the learners in meeting their learning objectives.*

|  |  |
| --- | --- |
| **Role/Name** | **Notes on mindset/agendas driving behavior** (Provide example quotes to be verbalized.) |
|  |  |
|  |  |
|  |  |

Progression for Embedded Participant

*Please complete the table below for each embedded participant.*

**Embedded Participant Role/Name:**

|  |  |  |
| --- | --- | --- |
| **State/Emotion** | **Statement(s)/Question(s)** | Expected Student Response |
| *e.g,. Introduction, walking into room* | “*What’s going on?” “Why does he look like that?”* | *In time, the leader should assign a member to stand with the family and interpret what is happening. \*If asked to leave the room the spouse refuses to leave the room.* |
|  |  |  |
|  |  |  |

DEBRIEFING GUIDE
*Whatever debriefing framework you are using, ensure that key learning objectives are reflected in the structured debrief of the scenario.*
*See the PEARLS debriefing tool and Healthcare Simulation SOBP for more guidance:*
[*The PEARLS Healthcare Debriefing Tool*](https://debrief2learn.org/wp-content/uploads/2017/12/PEARLS-Small-Poster-8.5x11-PDF-EN.pdf)

[*Healthcare Simulation SOBP - The Debriefing Process*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900098-0/fulltext)

|  |
| --- |
| **General Debriefing Plan** |
| [ ]  Individual | [ ]  Group | [ ]  With Video | [ ]  Without Video |
| **Debriefing Framework** |
| [ ]  PEARLS | [ ]  Plus Delta | [ ]  GAS | [ ]  Other |
| **Sample Scripting for Debriefing***(PEARLS Debriefing Framework sample script offered below)* |
| **Set the stage:** “For the next 15 minutes we will debrief and discuss this case. Our goal is to improve how we work together and care for our patients. As stated earlier we believe that everyone here is intelligent and wants to improve.”**Reactions:** “Following this case, I am curious about your initial reactions. How you describe your initial reactions in a few words?”  **Descriptions:** “Let’s discuss the facts of the case briefly. This is a case of a patient who ... ” **Analysis:** “At this point I’d like to spend several minutes talking about the case in more detail.  What aspects did you feel were managed by the team well and why? If you could repeat this experience, what aspects would you change and why? I saw [observation], I think [your point-of-view]. What were your thoughts at that time? OR How do you see it?”**Key Topics to consider discussing (Examples):** * Key topic 1
* Key topic 2

**Application/Summary:** “That was a great discussion. Are there any additional comments related to the case?” “In summary, what are some take-aways from this discussion that may improve your future clinical practice?”  |
| **Notes for future sessions:** |

# CASE RESOURCES AND REFERENCES

Sim Educator/Facilitator Resources: Educational Delivery Support Materials
*These are the materials for setup of the scenario and/or which are provided to the learners during their assessment and management of the patient within the scenario. If providing as an attachment in an email, capture the filename below so it can be saved in CHIPS OneDrive.*

*See the Healthcare Simulation SOBP for guidance on Facilitation of sessions:* [*Healthcare Simulation SOBP - Facilitation*](https://www.nursingsimulation.org/article/S1876-1399%2821%2900097-9/fulltext)
*Add a row for each resource.*

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **File name and location** |
|  |  |  |
|  |  |  |

References

*Provide any references, guidelines, best practices and/or content clinical standards utilized in developing this scenario to support the clinical context and/or treatment protocols or algorithms for patient care.*

|  |
| --- |
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