

Nursing Simulations: Small and Large Group Examples

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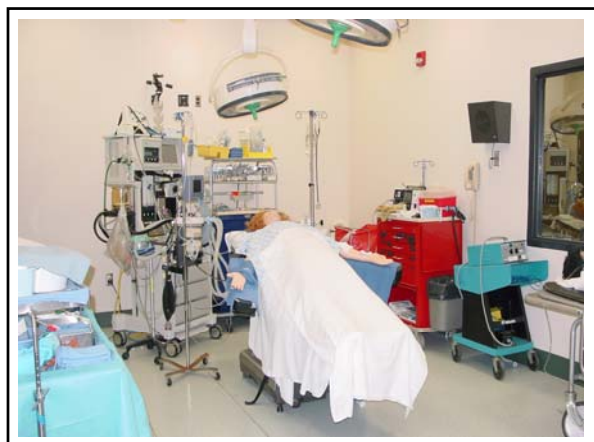
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Interactive Learning Environment

- Simulation Space







Interactive Learning Environment

- Simulation Space
- Multi-media classroom



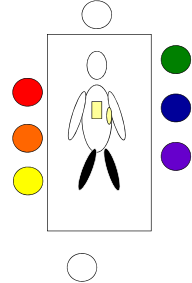




Interactive Learning Environment

- Simulation Space
- Multi-media classroom
- Advanced programming


Team Roles & Goals



Transit to Sim Lab
Facilitator will set roles and expectations:
Talk to and TOUCH the mannequin
Only one person talks at a time
Speak clearly and loudly
Look at your card—it will tell you what actions to take or how to proceed
Going into the room— 3 students to the left side of the bed: Red, Orange, Yellow 3 students to the right side of the bed: Green, Blue Violet
Find your color-coded role card in the ROK pack and carry out your assignments

Transit from the Sim Lab
Facilitator Responsibility
Proceed to the designated small group debrief area outside of the classroom.
Have the students state how they think it went—reflect!
Review SBARR and have them practice at least one time
Answer any clinical questions or concerns
Send them back down to the classroom when the next group exits.

Interactive Learning Environment



- Simulation Space
- Multi-medial classroom
- Advanced programming
- Integrated audiovisual system

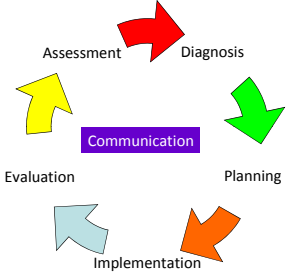


Interactive Learning Environment

- Simulation Space
- Multi-medial classroom
- Advanced programming
- Integrated audiovisual system
- Objective Driven Scenario(s)




Nursing Process Made Easy



Assessment
Dagnosis
Planning
Implementation
Evaluation
Communication

O'Donnell J, Volkman J, Burns H. ADPIE-C For Scenario Programming and Debriefing© 2003
 Burns, H.K., O'Donnell, J. & Artman, J. (2010). High fidelity simulation in teaching problem-solving to 1st year nursing students: A novel use of the nursing process. Clinical Simulation in Nursing.

Nursing Process



ADPIE-C

- A**ssess
- D**iaognose
- P**lan
- I**mplement
- E**valuate
- C**ommunicate

SBAR-R

SBAR-R stands for Situation, Background, Assessment, Recommendation, Repeat. The model is used to describe the need of patients to be treated. It is the expectation that specific information elements are going to be communicated over time in a patient's care scenario.

- Situation → **S**ituation
- Background → **B**ackground
- Assessment → **A**ssessment
- Recommendation → **R**ecommendation
- Repeat Back → **R**epeat Back

SBAR-R

S ituation	What is the patient's current status? What is the problem? What is the patient's history? What is the patient's current status? What is the patient's history? What is the patient's current status?
B ackground	What is the patient's background? What is the patient's history? What is the patient's current status? What is the patient's history? What is the patient's current status?
A ssessment	What is the patient's assessment? What is the patient's history? What is the patient's current status? What is the patient's history? What is the patient's current status?
R ecommendation	What is the patient's recommendation? What is the patient's history? What is the patient's current status? What is the patient's history? What is the patient's current status?
R epeat Back	What is the patient's repeat back? What is the patient's history? What is the patient's current status? What is the patient's history? What is the patient's current status?

ROK Cards (Ring of Knowledge)

Assessment Card What are the patient's needs in comparison to a regular nursing or therapy visit? What does the patient look like? Is the patient breathing? Is the patient alert? Is all of the vital signs?	Diagnosis Card What is the patient's problem?	Plan Card What are the interventions for this patient's problem? What are the patient's goals?	Intervention Card What actions would you take to solve the problem?
Evaluation Card What were the outcomes of the action taken?	Communication Card How would you communicate with the patient? What would you communicate about the patient?	Introduction Card Hello, my name is _____, my name is _____. I am a nursing student at the University of _____. How would you like to be addressed? I am prepared today to work with _____, please, and I will be happy to care for you.	

Key Points

- The nursing process is an effective programming and curriculum development construct in simulation education.
- Today's technology savvy undergraduate students can be engaged through interactive learning strategies
- Well planned simulations can be used to promote critical thinking, problem solving and communication skill development.

Thank You.
