



California Simulation Alliance (CSA) Simulation Scenario Template

The California Simulation Alliance (CSA) is comprised of simulation users from all disciplines from throughout the state. Several regional collaboratives have formed totaling 7 as of March, 2011: The Rural North Area Simulation Collaborative (RNASC), the Capital Area Simulation Collaborative (CASC), the Bay Area Simulation Collaborative (BASC), the Central Valley Simulation Collaborative (CVSC), the Southern California Simulation Collaborative (SCSC), the Inland Empire Simulation Collaborative (IESC), and the San Diego Simulation Collaborative (SDSC). The CINHC, a non-profit organization focused on workforce development in healthcare provides leadership for the CSA.

The purpose of the California Simulation Alliance (CSA) is to be a cohesive voice for simulation in healthcare education in the state, to provide for inter-organizational research on simulation, to disseminate information to stakeholders, to create a common language for simulation, and to provide simulation educational courses. The goals of the alliance will include providing a home within the CINHC for best practice identification, information sharing, faculty development, equipment/vendor pricing agreements, scenario development, and sharing and partnership models. More information can be found on the CSA website at www.californiasimulationalliance.org

All scenarios have been validated by subject matter experts, pilot tested and approved by the CSA before they were published online. All scenarios are the property of the CINHC/CSA. The writers have agreed to release authorship and waive any and all of their individual intellectual property (I.P.) rights surrounding all scenarios. I.P. release forms can be found on the website www.cinhc.org. (Please send signed I.P. release forms to KT at kt@cinhc.org)

TABLE OF CONTENTS

SECTION I SCENARIO OVERVIEW

- A. Title
- B. Summary
- C. Evidence Base

SECTION II CURRICULUM INTEGRATION

- A. Learning Objectives
 - 1. Primary
 - 2. Secondary
 - 3. Critical Elements
- B. Pre-scenario learner activities

SECTION III SCENARIO SCRIPT

- A. Case Summary
- B. Key Contextual Details
- C. Scenario Cast
- D. Patient/Client Profile
- E. Baseline patient/client simulator state
- F. Environment / equipment / essential props
- G. Case flow /triggers / scenario development

SECTION IV APPENDICES

- A. Health Care Provider Orders
- B. Digital Images of Manikin / Milieu
- C. Debriefing Guide

SECTION I: SCENARIO OVERVIEW

Scenario Title:	Adult Med-Surg & Interprofessional Nursing/Social Service Alcohol Withdrawal; Schizophrenia	
Original Scenario Developer(s):	Colleen Nevins, RN, MN, DNP, CNE; Jaime Hannans, RN, PhD, CNE; Charlene Niemi, RN, MSN, PhDc	
Date - original scenario	02/01/2013	
Validation:	09/20/2015 – Marjorie Miller, MA, RN, CHSE	
Revision Dates:	02/28/2015; 09/23/2015	
Pilot testing:	03/21/2013; 03/20/2014; 03/26/2015	
<u>Estimated Scenario Time:</u>	20 – 25 minutes	<u>Debriefing time:</u> 30 – 40 minutes
<u>Target group:</u>	Pre-licensure nursing students	
<u>Core case:</u>	Alcohol Withdrawal	
<u>QSEN/IOM Competencies:</u>	<input type="checkbox"/> Patient-Centered Care <input type="checkbox"/> Safety <input type="checkbox"/> Teamwork & Collaboration	
<u>Brief Summary of Case:</u>	<p><i>Patient is a homeless adult male/female brought in by ambulance after found unresponsive lying in the street, smelling of alcohol. Blood draw results in ED were alcohol level of 0.26 and drug screen positive for THC. He/she has a history of schizophrenia with paranoia, and per last hospital record, the patient was prescribed Olanzapine (Zyprexa) 10 mg daily. Patient is admitted to a medical-surgical unit for IV fluids, monitoring, and stabilization. Patient becomes uncooperative and agitated on morning of hospitalization day 2, requesting to leave against medical advice.</i></p> <p><i>The learner is expected to use therapeutic communication, Clinical Institute of Withdrawal Assessment scale, demonstrate professional behaviors to assess the patient, and contact interprofessional health care providers (i.e. social services) to help identify resources to meet patient needs. The learner must maintain safety for the patient and use SBAR when handing off information.</i></p> <p><i>This scenario is appropriate for advanced medical-surgical students or new graduates. Complexity can be enhanced by having the patient become increasingly confused, agitated, hallucinating, or becoming violent and/or having seizure activity.</i></p>	

EVIDENCE BASE / REFERENCES (APA Format)

- Donnelly, G., Kent-Wilkinson, A., & Rush, A. (2012). The alcohol-dependent patient in hospital: Challenges for nursing. *MEDSURG Nursing*, 21(1), 9-36.
- Glendon, K. J. & Ulrich, D. L. (2001). *Unfolding case studies: Experiencing the realities of clinical nursing practice*. Upper Saddle River, NJ: Prentice Hall
- Hermanns, M. L. S., & Russell-Broadus, C. A. (2006). "But I'm not a psych nurse!" *RN*, 69(12), 28 – 32.
- Sideras, S., McKenzie, G., Noone, J., Diekmann, N., & Allen, T. L. (2015). Impact of simulation on nursing students' attitudes toward schizophrenia. *Clinical Simulation in Nursing*, 11(2): 134-141.
<http://dx.doi.org/10.1016/j.ecns.2014.11.005>
- Sideras, S., McKenzie, G., Noone, J., Markle, D., Frazier, M., & Sullivan, M. (2013). Making simulation come alive; Standardized patients in undergraduate nursing education. *Nursing Education Perspectives*, 34(6), 421-425. DOI:10.5480/1536-5026-34.6.421

SECTION II: CURRICULUM INTEGRATION

A. SCENARIO LEARNING OBJECTIVES

A. SCENARIO LEARNING OBJECTIVES	
Learning Outcomes	
1. Analyze assessment data characteristics of a patient with alcoholism and schizophrenia.	
2. Utilize the nursing process in prioritizing care for a patient with addictive behaviors and mental illness.	
3. Provide patient-centered care utilizing principles of safety and minimize risk of error.	
4. Integrate understanding and skill in collaborative care between multiples disciplines.	
Specific Learning Objectives	
1. Apply principles of hand hygiene and infection control.	
2. Correctly identify patient using two identifiers.	
3. Utilize assessment technique in gathering relevant patient data.	
4. Cluster relevant data to identify and prioritize patient problems.	
5. Perform timely nursing dependent and interdependent interventions to address priority problem(s).	
6. Evaluate effectiveness of interventions.	
7. Communicate effectively with the patient and interprofessional personnel.	
8. Administer medications using principles of safety.	
Critical Learner Actions	
1. Demonstrate washing hands, introducing self, and identifying the patient using two identifiers.	
2. Perform assessment, recognizing signs of increased anxiety/agitation and safety risks.	
3. Identify signs and symptoms of delirium tremens.	
4. Utilize Clinical Institute Withdrawal Assessment (CIWA) scale for alcohol intoxication monitoring.	
5. Employ interdependent nursing intervention by facilitating collaborative care planning in order to intervene appropriately to promote physiological and psychological safety.	
6. Use therapeutic communication with the patient to assure needs, values, and preferences are understood and relayed to the health care team.	
7. Collaborate with social services to develop and validate interventions.	
8. Administer medications using three checks and six rights to assure safety.	
9. Hand off communication to health care team members using a standardized tool, e.g., SBAR.	
B. PRE-SCENARIO LEARNER ACTIVITIES	
Prerequisite Competencies	
Knowledge	Skills/ Attitudes
<input type="checkbox"/> Nursing process	<input type="checkbox"/> General survey and head-to-toe assessment
<input type="checkbox"/> Etiology of alcohol withdrawal	<input type="checkbox"/> Therapeutic and professional communication
<input type="checkbox"/> Pathophysiology of alcoholism and schizophrenia	<input type="checkbox"/> Nursing interventions for alcohol withdrawal and mental health issues, including use of CIWA scale
<input type="checkbox"/> National Patient Safety Goals	<input type="checkbox"/> Value active participation in plan of care
<input type="checkbox"/> Dimensions of patient-centered care	<input type="checkbox"/> Value the perspectives and expertise of all health team members
<input type="checkbox"/> Six rights of medication administration	<input type="checkbox"/> Effective use of technology and standardized practices that support safety and quality
<input type="checkbox"/> Structured communication tool, i.e., SBAR	<input type="checkbox"/>

SECTION III: SCENARIO SCRIPT

A. Case summary

A 33-yr-old male (or female) with a history of alcoholism and schizophrenia, is admitted to the medical-surgical floor from the ED the night before last, after being found unresponsive in the street. He/she presented to the ED obtunded, and only responsive to painful stimuli, with positive drug and alcohol screening, along with low magnesium level. CT of head was WNL. IV fluids were administered and patient monitoring continued since admission. He/she has been a poor historian about past medical history and drug/alcohol use.

The patient is now alert, oriented to name and place, becoming increasingly agitated with notable tremors, pacing, talking to self and uncooperative with care. The patient asks every person who enters the room to sign his/her notebook. He/she continually asks about the location of his/her belongings and his/her dog. Patient becomes restless and frustrated, expressing a desire to leave the hospital.

B. Key contextual details

C. Scenario Cast

Patient/ Client	<input type="checkbox"/> High fidelity simulator	
	<input type="checkbox"/> Mid-level simulator	
	<input type="checkbox"/> Task trainer	
	<input type="checkbox"/> Hybrid (Blended simulator)	
	<input checked="" type="checkbox"/> Standardized patient	
Role	Brief Descriptor (Optional)	Confederate/Actor (C/A) or Learner (L)
Team Leader	Oversees and guides care; communicates with healthcare team	Learner
Primary Nurse	Assessment and evaluation of patient	Learner
Secondary Nurse	Interventions including medication review and administration	Learner
Social Worker	Assists with de-escalating patient through negotiation; assists patient with available resources;	Learner or Actor
Friend	(optional; may omit this role)	Actor

D. Patient/Client Profile				
Last name:	Jones		First name:	R. Kelly
Gender: Male/Female	Age: 33	Ht: 178 cm (5'10")	Wt: 77.27 kg (170 lbs)	Code Status: Full
Spiritual Practice: Unknown	Ethnicity: Caucasian		Primary Language spoken: English	
1. Past history				
<p>R. Kelly Jones is a 33-year-old homeless male/female after found unconscious in the street 2 days ago, and was brought to ED via ambulance. Blood draw results in ED showed an alcohol level of 0.26 and drug screen positive for THC. Ct of the head was WNL. He/she has a history of schizophrenia with paranoia, and per last hospital record, the patient was prescribed Olanzapine (Zyprexa) 10 mg daily. Patient was admitted to a medical-surgical unit for IV fluids, monitoring, and stabilization. The patient has received 2 banana bags. He/she is awake and alert but appears more agitated this morning, asking about his/her belongings and dog. Vital signs are stable.</p> <p>Past medical history: Alcohol abuse; Schizophrenia with paranoia; probable drug use.</p>				
Primary Medical Diagnosis	Alcohol Withdrawal; Schizophrenia			

2. Review of Systems	
CNS	Alert, oriented x 2 (person, place)
Cardiovascular	Regular sinus rhythm, no gallops, rubs or murmurs; apical clear S1 and S2; radial and pedal pulses +3
Pulmonary	Lung fields clear bilaterally
Renal/Hepatic	WNL
Gastrointestinal	WNL
Endocrine	WNL
Heme/Coag	No abnormal bleeding or bruising noted
Musculoskeletal	WNL
Integument	Intact; tanned face, hands and feet; dirt under nails
Developmental Hx	Normal adult
Psychiatric Hx	Diagnosed with schizophrenia at age 20
Social Hx	Homeless with known alcohol abuse; Denies drug use or smoking
Alternative/ Complementary Medicine Hx	Unknown

Medication allergies:	NKDA	Reaction:	
Food/other allergies:	NKA	Reaction:	

3. Current medications	Drug	Dose	Route	Frequency
	Olanapine	10 mg	PO	daily

4. Laboratory, Diagnostic Study Results					
Na: 144	K: 4.0	Cl: 100	HCO ₃ :	BUN: 24	Cr: 1.4
Ca: 9.3	Mg: 1.9 mEq/L	Phos: 1.7 mEq/L	Glucose: 118	HgA1C:	
Hgb: 13	Hct: 36.8	Plt: 155,000	WBC: 5,200	ABO Blood Type: O+	
PT	PTT	INR 1.0	Troponin:	BNP:	
ABG-pH:	paO ₂ :	paCO ₂ :	HCO ₃ /BE:	SaO ₂ :	
VDRL:	GBS:	Herpes:	HIV: Neg	Cxr:	EKG
ETOH: 0.26	Albumin: 2.9	AST/SGOT: 38	ALT/SGPT: 36	CT of Head: WNL	

E. Baseline Simulator/Standardized Patient State

1. Initial physical appearance			
Gender: Male/female	Attire: Hospital gown, posey vest on and untied		
<u>Alterations in appearance (moulage):</u> Hair disheveled; Nail beds dirty; Bed sheets messy; area cluttered; belongings in bag on bed. Patient sitting at bedside wearing posey vest over gown/pants/slippers. ID band pinned to posey –			
√	ID band present, accurate	ID band present, inaccurate	ID band absent or not applicable
√	Allergy band present, accurate	Allergy band inaccurate	Allergy band absent or N/A

2. Initial Vital Signs Monitor display in simulation action room:			
√	No monitor display	Monitor on, but no data displayed	Monitor on, standard display
BP: 144/86	HR: 104	RR: 20	T: 99.2° F. oral SpO ₂ : 94%
CVP:	PAS:	PAD:	PCWP: CO:
AIRWAY:	ETCO ₂ :	FHR:	
Lungs:	Left:	Right:	
Heart:	Sounds:		
Bowel sounds:	Other:		

3. Initial Intravenous line set up			
√	Saline lock #1	Site: Left Arm (<i>pulled out; lying on bedside table</i>)	√ IV patent (Y/N) - Y
	IV #1	Site:	Fluid type:
	Main		Initial rate:
	Piggyback		IV patent (Y/N)
	IV #2	Site:	Fluid type:
	Main		Initial rate:
	Piggyback		IV patent (Y/N)
4. Initial Non-invasive monitors set up			
√	NIBP	ECG First lead:	ECG Second lead:
√	Pulse oximeter	Temp monitor/type	Other:
5. Initial Hemodynamic monitors set up			

A-line Site:	Catheter/tubing Patency (Y/N)	CVC Site:	PAC Site:
Environment, Equipment, Essential props			
Recommend standardized set ups for each commonly simulated environment			
1. Scenario setting: (example: patient room, home, ED, lobby)			
Patient room			

2. Equipment, supplies, monitors				
(In simulation action room or available in adjacent core storage rooms)				
	Bedpan/ Urinal	Foley catheter kit	Straight cath. kit	Incentive spirometer
√	IV Infusion pump	Feeding pump	Pressure bag	Wall suction
	Nasogastric tube	ETT suction catheters	Oral suction catheters	Chest tube kit
	Defibrillator	Code Cart	12-lead ECG	Chest tube equip
	PCA infusion pump	Epidural pump	Central line Kit	Dressing Δ equip
	IV fluid Type:	IV fluid additives:	Blood products: _____	ABO Type: ____ # of units: __

√	Nasal cannula	Face tent	Simple Face Mask	√	Non-rebreather mask
	BVM/Ambu bag	Nebulizer tx kit	Flowmeters (extra supply)		

4. Documentation and Order Forms							
√	Provider orders	√	Med Admin Record	√	Hx & Physical	√	Lab Results
	Progress Notes		Graphic record		Anes/PACU record		ED Record
	Med Reconciliatn		Transfer orders		Standing orders		ICU flow sheet
√	Nurses' Notes		Dx test reports		Code Record		Prenatal record
	Actual medical record binder				Electronic Medical Record		

5. Medications (to be available in sim action room)							
#	Medication	Dosage	Route	#	Medication	Dosage	Route
1	Olanzapine	10 mg	Po				
2	Lorazepam	2 mg	Po				
3	Geodon	10 mg	IM				

CASE FLOW / TRIGGERS/ SCENARIO DEVELOPMENT STATES

Initiation of Scenario: Charge Nurse Report at 0700: The patient is a homeless adult male or female brought in by ambulance to the ED 2 days ago after found unresponsive in the street with blood alcohol of 0.26 and testing positive for THC. Admitted to medical-surgical unit for IV fluids, observation, and monitoring. Patient has a history of schizophrenia with paranoia and prescribed Olanzapine (Zyprexa) 10 mg daily. Patient slept most of the day yesterday but was awake most of the night. Patient seems anxious this morning, exhibiting tremors, pacing, and talking to self in room. Vital signs are normal. IV per saline lock. Plan today per orders is Psychology and Social Service consults. As nurses, you are asked to perform an assessment, continue MD orders, and intervene appropriately.

STATE / PATIENT STATUS	DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p>Baseline Patient sitting at side of bed wearing posey vest over gown, wearing pants and slippers. Hair is disheveled and nails dirty. ID band pinned to posey – patient refuses anything around wrists.</p> <p>Patient agitated, constantly smacking lips; dialing phone. Patient tremulous; frequently pacing. Patient demands all personnel “sign” his/her small notebook before starting any procedures.</p> <p>Saline lock pulled out and on bedside table along with restraints.</p>	<p>Operator</p> <p>N/A – use of standardized patient; vital signs verbalized by operator or pre-set electronically, e.g., iPad, monitor Initial vital signs: BP: 144/86 HR: 104 regular rhythm RR: 20 T: 99.2 F orally SpO2: 94%, room air</p> <p>Triggers: Learner performs actions within 10 - 15 minutes</p>	<p>Learner Actions</p> <ol style="list-style-type: none"> 1. Enter room, wash hands, and introduce self & role. 2. Identify the patient using 2 identifiers (name, DOB). 3. Engages patient in plan of care, calmly explaining need for assessment and morning medications. 4. Assess Vital Signs 5. Performs neuro, cardio, respiratory systems. 6. Assess for tremors, nausea, vomiting 7. Acknowledge patient anxiety 8. Uses the Clinical Institute Withdrawal Assessment (CIWA) scale to calculate score. 9. Accommodates patient by writing name in notebook 10. Secondary nurse looks up medications. 	<p>Debriefing Points:</p> <ol style="list-style-type: none"> 1. The Joint Commission National Patient Safety Goals: Patient identification. 2. Therapeutic communication techniques 3. Assessment of medical-surgical patient 4. CIWA scale for scoring to quantify status in severity of alcohol withdrawal 5. Nursing care of patient with schizophrenia disorders

STATE / PATIENT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p>Frame 2</p> <p>Patient tries to use phone to call a taxicab, stating “I need to go because my friend has my dog. My friend is going to take my dog Smokey if I don’t get out of here. What happened to all my belongings? Who took them?”</p> <p>Patient becomes highly anxious, frequently pacing. Refusing to take Zyprexa as ordered. Refuses to take Lorazepam.</p> <p>Patient expresses he/she is going to leave “as soon as he can find all of his/her belongings.”</p> <p>Optional: Patient becomes angry and argumentative to friend, demanding his/her dog back.</p>	<p>Operator:</p> <p>Vital signs verbalized by operator or pre-set electronically, e.g., iPad, monitor</p> <p>Vital signs: BP: 166/90 HR: 118 regular rhythm, sinus tachycardia RR: 24 T: 99.2 F orally SpO2: 94%, room air</p> <p>Triggers: Learner completes actions within 5 minutes.</p>	<p>Learner Actions:</p> <ol style="list-style-type: none"> 1. Primary nurse and/or Team Leader use therapeutic communication attempting to calm patient. 2. 2nd nurse washes hands, identifies self, informs patient of time for medication; identifies using 2 identifiers. (name, DOB) 3. Engages patient in plan of care, calmly explaining reason and action of Zyprexa. 4. 2nd nurse demonstrates uses 3 checks; 6 rights of med. admin. 5. 2nd nurse discusses observations of anxiety w/patient, suggesting need for meds including option of Lorazepam. 6. 2nd nurse informs TL of ↑agitation, refusal of meds; poss. of AMA. 7. TL calls for Social Service and Psychology to assist with patient. <p>Optional: Friend arrives and informs patient that he/she has the dog but does not know how long he/she can take care of it. Friend leaves irritated and angry.</p>	<p>Debriefing Points:</p> <ol style="list-style-type: none"> 1. National Patient Safety Goals: Identifying patients at risk for suicide. 2. QSEN competencies of patient-centered care, safety, teamwork and collaboration. 3. Strategies for meeting patient needs during escalating situation. 4. Recognition of interprofessional resources and roles, i.e., Psychology, Social Service. 5. The 3 checks and 6 rights in medication administration.

STATE / PATIENT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p>Frame 3 Patient anxious, tremulous, pacing. Patient states “No need to come in, I’m leaving.”</p> <p>Patient responds to negotiation, agreeing to accept shelter accepting her dog.</p>	<p>Operator: N/A</p> <p>Triggers: Actor/learner interaction completed in 5 minutes</p>	<p>Learner Actions:</p> <ol style="list-style-type: none"> 1. Social Service approaches patient, introducing self; identifies pt. w/2 identifiers after washing hands. 2. Social Service explains that the physician has ordered a consult; to determine how to help the pt. in their current situation during and after hospitalization. 3. Social Service personnel asks patient if okay to sit down. 4. Social Service: <ol style="list-style-type: none"> a. Acknowledge anxiety; discusses pts. perceived needs b. Negotiates w/pt. to not leave AMA in exchange for finding shelter and her dog c. Discusses reason for meds d. Summarizes agreement that SS will find shelter that will allow a dog e. Informs pt. that it could take 2 hr. to make arrangements 5. SS thanks pt for being cooperative. 6. Primary Nurse stays in room to observe interaction; informs TL & 2nd nurse of new plan. 	<p>Debriefing Points:</p> <ol style="list-style-type: none"> 1. Teamwork and collaboration skills, including QSEN KSA competencies 2. Closed loop communication
<p>Scenario End Point: Total time 20 – 25 minutes Social Service personnel depart to call homeless shelters; Charge Nurse returns to relieve and receive report.</p>			
<p>Suggestions to <u>decrease</u> complexity: Patient history excludes diagnosis of schizophrenia. Suggestions to <u>increase</u> complexity: Patient exhibits increasing signs of alcohol withdrawal, e.g., agitation, auditory and visual hallucinations, increase tremors, seizure; patient escalates to violence.</p>			

APPENDIX A: HEALTH CARE PROVIDER ORDERS

Patient Name: Jones, R. Kelly DOB: Age: 33 MR#:	Diagnosis: Alcohol Withdrawal Schizophrenia
--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

†No Known Allergies
 †Allergies & Sensitivities

Date	Time	HEALTH CARE PROVIDER ORDERS AND SIGNATURE
------	------	--------------------------------------------------

x/x/xx		<ol style="list-style-type: none"> 1. Admit to Medical-Surgical Unit 2. Institute protocol for Detox Precautions 3. Clinical Institute Withdrawal Assessment (CIWA) each shift 4. Safety restraints per protocol 5. D5 ½ NS 1000 ml with 20 mEq KCL, 1 amp MVI, 100 mg thiamine, 200 mcg Folic Acid, 1 Gram Magnesium at 125 ml/hour; infuse 2 liters then convert to saline lock 6. Olanzapine 10 mg po daily 7. Lorazepam 2 mg po every 2 – 4 hours prn to maximum of 10 mg per 24 hours for anxiety, tremors 8. Ziprasidone (Geodon) 10 mg IM every 2 hours prn for agitation or anxiety, up to maximum of 40 mg per day 9. I & O 10. Regular diet 11. May be up and ambulate freely 12. Psychology consult 13. Social Services consult for discharge planning

Signature		
------------------	--	--

APPENDIX B: Digital images of manikin and/or scenario milieu	
<p>Insert digital photo here</p>	<p>Insert digital photo here</p>
<p>Insert digital photo here</p>	<p>Insert digital photo here</p>

APPENDIX C: DEBRIEFING GUIDE

General Debriefing Plan			
<input type="checkbox"/> Individual	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> With Video	<input type="checkbox"/> Without Video
Debriefing Materials			
<input checked="" type="checkbox"/> Debriefing Guide	<input type="checkbox"/> Objectives	<input type="checkbox"/> Debriefing Points	<input type="checkbox"/> QSEN
QSEN Competencies to consider for debriefing scenarios			
<input checked="" type="checkbox"/> Patient Centered Care	<input checked="" type="checkbox"/> Teamwork/Collaboration	<input type="checkbox"/> Evidence-based Practice	
<input checked="" type="checkbox"/> Safety	<input type="checkbox"/> Quality Improvement	<input type="checkbox"/> Informatics	
Sample Questions for Debriefing			
<ol style="list-style-type: none"> 1. How did this experience feel for you and the team? 2. Have you had a similar experience to this before? If so, can you share that experience? 3. Take a few minutes to think about what was most important to you in delivering care to the patient during this experience. I would then like to hear your thoughts. 4. The main objective of the simulation was to learn about recognizing signs of alcohol withdrawal and appropriate intervention including dealing with safety risks. <ol style="list-style-type: none"> a. With that in mind, can you identify aspects of your nursing care where you addressed the objectives? b. Are there any aspects of your care that you would handle differently if you could? 5. What communication strategies did you use in care of the patient? 6. What communication strategies did you use with the healthcare team? 7. Questions to Actor (patient): <ol style="list-style-type: none"> a. How did you feel during this episode of care? b. Could nursing have done anything different to make you feel comfortable with the care you received? 8. What are the priorities of care for a medical-surgical patient with alcohol withdrawal and schizophrenia? 9. What are the actions of each of the prescribed medications? How do they assist in the management of the patient? 10. How do you respond to a patient who is reluctant to medical care? 11. Discuss the importance of developing an interprofessional plan of care with a patient, who is experiencing alcohol withdrawal and complicated by a history of schizophrenia? 12. How does the Clinical Institute Withdrawal Assessment (CIWA) contribute to assessment and plan of care? 13. Discuss when patients are safe to be released AMA. 			
Notes for future sessions:			

Addendum:

1. Clinical Institute Withdrawal Assessment (CIWA) Scale
2. Sample Script for Patient & Social Service