



### **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 (CVBSC), 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 become 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, sharing and partnership models. More information can be found on the CSA website at [www.cinhc.org/programs](http://www.cinhc.org/programs).

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 at [www.bayareanrc.org/rsc](http://www.bayareanrc.org/rsc) and click documents. (Please send signed I.P. release forms to KT at [kt@cinhc.org](mailto:kt@cinhc.org))

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## SECTION I: SCENARIO OVERVIEW

<b>Scenario Title:</b>	Adult Med-Surg. Unexpected GI bleed (geared toward Fundamentals)		
Original Scenario Developer(s):	Marjorie A. Miller, MA, RN		
Date - original scenario	11/12/07		
Validation:	12/09 Dorothy Nunn, MSN		
Revision Dates:	2/09, 8/10, 4/11		
Pilot testing:	2/09		
QSEN revision:	4/11 Marjorie A. Miller, MA, RN, Colleen O'Leary-Kelley PhD, RN, CNE		
<u>Estimated Scenario Time:</u>	15-20 min.	<u>Debriefing time:</u>	30 – 40 min.
<p><u>Target group:</u> Fundamentals or early med-surg nursing students for recognizing change in status, implementing immediate actions to protect airway and maintain circulation and notifying higher level of care using SBAR communication. Could also be used for Pre-licensure senior nursing students, new graduates, staff nurses.</p> <p><u>Core case:</u> Unexpected GI bleed in patient being prepared for discharge; unrelated to surgical procedure.</p> <p><u>QSEN Competencies:</u></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Patient Centered Care</li> <li>• Teamwork and Collaboration</li> </ul> <p><u>Brief Summary of Case:</u> 40-year-old woman of Asian descent 3 days post-operative following an abdominal oophorectomy. She is scheduled for discharge this morning. Participants are expected to assess patient, finalize patient teaching and prepare her for discharge. Depending on level of learner, may also plan to administer PO &amp; IV meds.</p> <p>As participants enter the room, they find patient ½ in and ½ out of the bed, moaning, with coffee ground emesis and black, loose stool all over the bed, gown, linens and floor. Water is spilled on the bedside table and the floor. It looks as if she vomited and was trying to get to the bathroom, but was unable to walk and fell back on the bed. Her skin is pale and cool.</p> <p>Participants are expected to correctly manage the biohazard while minimizing exposure and falls, recognize significance of situation, place the patient in supine position with head turned to left side, assess airway, level of consciousness, vital signs and perform immediate interventions. They initiate requests for assistance and communicate using SBAR. The team leader should delegate one to call the primary nurse and have the ward secretary to call housekeeping.</p> <p>More advanced learners can initiate IV's, prepare for NG insertion or transfer to Endoscopy; call health care provider and obtain new orders following principles of communication safety.</p>			

<b>EVIDENCE BASE / REFERENCES (APA Format)</b>
Wilson, B., Shannon, M., & Shields, K. (2009). <i>Prentice hall nurse's drug guide 2009</i> . Upper Saddle River, NJ: Prentice Hall.
Cronenwett, L., Sherwood, G., Barnsteiner, J. et al. (2007). Quality and safety education for nurses. <i>Nursing Outlook</i> , 55(3), 122-131. doi:10.1016/j.outlook.2007.02.006
Khilnani, N. & Hussain, N. (2005). Gastrointestinal bleeding. <i>Emergency Medicine</i> . 37(10) p. 27-32. Retrieved from <a href="http://www.emedmag.com/html/pre/gic/consults/101505.asp">http://www.emedmag.com/html/pre/gic/consults/101505.asp</a>

## SECTION II: CURRICULUM INTEGRATION

### A. SCENARIO LEARNING OBJECTIVES

Learning Outcomes
1. Provide patient care that promotes safety and minimizes risk of error.
2. Apply nursing process in clinical decision making.
3. Integrate understanding of multiple dimensions of patient centered care.
4. Communicate effectively with nursing and members of inter-professional team.
Specific Learning Objectives
1. Apply principles of hand hygiene, infection control and personal protection.
2. Correctly identify patient.
3. Gather relevant patient, environmental and contextual data.
4. Cluster relevant data to identify patient's primary problem.
5. Recognize acute changes in patient's condition/environment needing immediate attention.
6. Position patient for airway safety and optimal circulation.
7. Recognize and initiate request for assistance and further orders appropriate to situation.
8. Use communication strategies to minimize risk associated with change of status reporting
9. Perform timely interventions to address urgent or primary problem(s).
10. Evaluate effectiveness of immediate interventions
Critical Learner Actions
1. Perform hand hygiene, don gloves, contain biohazards to prevent falls/further contamination
2. Position patient safely back in bed.
3. Perform general survey and focused circulatory and airway assessment.
4. Position patient flat and turned to left side to protect airway and promote circulation.
5. Apply oxygen per agency protocol.
6. Reassess relevant parameters to evaluate effectiveness of immediate interventions.
7. Initiate request for assistance; delegate team member to contact housekeeping.
8. Review available orders; recognize need for additional health care provider orders.
9. Use standardized communication tool to communicate patient status to inter-professional team.

### B. PRE-SCENARIO LEARNER ACTIVITIES

Prerequisite Competencies	
Required prior to participating in the scenario	
Knowledge	Skills/ Attitudes
<input type="checkbox"/> Nursing Process	<input type="checkbox"/> General survey and focused circulatory & respiratory assessment
<input type="checkbox"/> CDC Guidelines for prevention of blood/body fluids exposure	<input type="checkbox"/> Nursing interventions in acute GI bleed including airway protection
<input type="checkbox"/> Pathophysiology of GI bleed; hypovolemia	<input type="checkbox"/> Significance of abnormal assessment findings
<input type="checkbox"/> Current National Patient Safety Goals	<input type="checkbox"/> Therapeutic communication skills in acute situations.
<input type="checkbox"/> Structured Communication Tools (SBAR)	<input type="checkbox"/> Request assistance appropriate to situation.
<input type="checkbox"/>	<input type="checkbox"/> General survey and focused circulatory & respiratory assessment

CSA REV template (12/15/08; 5/09; 12/09; 3/11; 1/15)

**ALL DATA IN THIS SCENARIO IS FICTITIOUS**

### SECTION III: SCENARIO SCRIPT

#### A. Case summary

Patient is a 40-year-old woman of Asian descent who is 3 days post operative following an abdominal oophorectomy. She is scheduled for discharge this morning. Participants are expected to assess patient, administer PRN Vicodin and Reglan, administer her last IV antibiotic, remove the IV lock and finalize discharge teaching.

As participants enter the room, they find patient halfway out of the bed, moaning, with coffee ground emesis all over the bed, gown, linens and floor. Water is spilled on the bedside table and the floor. It looks as if she vomited and was trying to get to the bathroom, but was unable to walk and fell back on the bed.

Participants are expected to put on gloves, cover the emesis on the floor to prevent slipping, place the patient in supine position with head turned to left side, assess airway, level of consciousness. The team leader should delegate one to call the primary nurse and have the ward secretary to call housekeeping.

#### B. Key contextual details

Patient has been complaining of increasing pain and has taken more rather than less Vicodin in the last 36 hours. Nothing else pertinent to the situation except that patient is one of 4 patients that day and is considered the lowest priority. Staffing is appropriate for the day shift on this unit.

#### 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 type="checkbox"/> Standardized patient	
Role	Brief Descriptor (Optional)	Confederate (C) or Learner (L)
RN 1		Learner
RN 2		Learner
Patient's husband	(optional) To increase complexity	Confederate (Actor)

D. Patient/Client Profile			
Last name: Choy	First name: Hiroko		
Gender: Fe	Age: 40	Ht: 5'4"	Wt: 135#
Spiritual Practice: None stated		Ethnicity: Asian-American	Primary Language spoken: English
1. History of present illness			
Patient is a gr 0/para 0 female with a 2 year history of lower abdomino-pelvic pain and distention. Her mother was recently diagnosed with ovarian cancer.			
Primary Medical Diagnosis		ovarian cyst	

2. Review of Systems	
CNS	Anxious, alert and oriented to person, place, time and situation
Cardiovascular	Sinus rhythm @ 96; no murmurs, thrills or ectopy . B/P 130/85
Pulmonary	Never smoked. RR-28, O2 sats 98% RA. Lungs clear
Renal/Hepatic	No complaints of urinary difficulties. GFR – wnl. Occasional alcohol (4 drinks/week)
Gastrointestinal	Occasionally uses OTC Zantac and Maalox for GI distress. Bowel habits – once daily
Endocrine	Gr 0/Para 0. Menses-17. Irregular periods w/dysmenorrhea Rx- Advil. Patch for BC
Heme/Coag	No hx of blood dyscrasias, excessive bleeding, clotting deficiencies
Musculoskeletal	Active ROM; moves all extremities equally.
Integument	Clear and intact
Developmental Hx	Married; college graduate; works full time as high tech. executive
Psychiatric Hx	None reported
Social Hx	Married 10 years; stable relationship; family members live in area; husband shares physical custody of 2 teenaged children from a previous marriage
Alternative/ Complementary Medicine Hx	Green tea for health reasons

Medication allergies:	Penicillin – <i>has taken Cephalosporins in the past without negative effects</i>	Reaction:	Total body rash
Food/other allergies:		Reaction:	

3. Current medications	Drug	Dose	Route	Frequency
	Ancef	1 gram/50ml D5W	1V	Every 8 hours
	Multivitamins	1 tab	oral	Once daily
	IV flush	10 ml	IV	Every 8 hours and PRN
	Reglan (metoclopramide)	10 mg	IVP over 2 min.	Every 6 hrs PRN nausea
	Ibuprofen	1 tab	oral	Every 4 hours PRN mild pain

4. Laboratory, Diagnostic Study Results					
Na: 138	K: 3.8	Cl: 100	HCO3: 24	BUN: 12	Cr: 0.8
Ca: 9.0	Mg:	Phos: 3.5	Glucose: 98	HgA1C:	
Hgb: 11.2	Hct: 32	Plt: 145	WBC: 12.4	ABO Blood Type: O +	
PT:	PTT:	INR:	Troponin:	BNP:	
Ammonia:	Amylase:	Lipase:	Albumin:	Lactate:	
ABG-pH:	paO2:	paCO2:	HCO3/BE:	SaO2:	
VDRL:	GBS:	Herpes:	HIV:		
CXR:	ECG: 12 lead - NSR				
CT:	MRI:				
Other:					

E. Baseline Simulator/Standardized Patient State (This may vary from the baseline data provided to learners)					
1. Initial physical appearance					
Gender: Female	Attire:				
Alterations in appearance (moulage):					
<ul style="list-style-type: none"> <li>• Medium length straight black hair</li> <li>• Patient half in and half out of bed with legs dangling. She is moaning.</li> <li>• Coffee ground appearing substance is on the bed linens, patient's gown and on the floor surrounding the bed. It looks as if patient has vomited and was trying to get to the bathroom, but was unable to walk and slumped back into the bed.</li> <li>• Skin: pale, cold, clammy (ice bags over arms, chest, head for 20 minutes prior to start of simulation. Be sure to remove ice prior to learners entrance) use either glycerin and water to spray face, arms, chest ... or cover areas with Vaseline and spray with cold water prior to learners entrance into room.</li> </ul>					
X	ID band present, accurate information		ID band present, inaccurate information		ID band absent or not applicable
X	Allergy band present, accurate information		Allergy band present, inaccurate information		Allergy band absent or not applicable

2. Initial Vital Signs Monitor display in simulation action room:					
x	No monitor display	x	Monitor on, but no data displayed		Monitor on, standard display

BP: 86/40	HR: 110	RR: 24	T: 97.0 °F.	SpO2: 94%
CVP:	PAS:	PAD:	PCWP:	CO:
AIRWAY:	ETCO2:	FHR:		
Lungs: Sounds/mechanics	Left: clear		Right: clear	
Heart:	Sounds:	S1, S2		
	ECG rhythm:	Sinus tachycardia		
	Other:	Pulses weak and thready		
Bowel sounds:	Slightly hypoactive x 4		Other:	

3. Initial Intravenous line set up						
x	Saline lock #1	Site:	Rt. forearm			IV patent (Y/N)
	IV #1	Site:		Fluid type:	Initial rate:	IV patent (Y/N)
	Main					
	Piggyback					
	IV #2	Site:		Fluid type:	Initial rate:	IV patent (Y/N)
	Main					
	Piggyback					
4. Initial Non-invasive monitors set up						
x	NIBP	x	ECG First lead:		ECG Second lead:	
x	Pulse oximeter	x	Temp monitor/type		Other:	
5. Initial Hemodynamic monitors set up						
	A-line Site:		Catheter/tubing Patency (Y/N)	CVP Site:	PAC Site:	
6. Other monitors/devices						
	Foley catheter	Amount:	Appearance of urine:			
	Epidural catheter	Infusion pump:	Pump settings:			
	Fetal Heart rate monitor/tocometer	Internal	External			
Environment, Equipment, Essential props						
Recommend standardized set ups for each commonly simulated environment						
1. Scenario setting: (example: patient room, home, ED, lobby)						
Medical-surgical patient room						

2. Equipment, supplies, monitors						
(In simulation action room or available in adjacent core storage rooms)						
x	Bedpan/ Urinal	x	Foley catheter kit		Straight cath. kit	x Incentive spirometer
x	IV Infusion pump		Feeding pump		Pressure bag	x Wall suction
x	Nasogastric tube		ETT suction catheters	x	Oral suction cath.	Chest tube insertion kit
	Defibrillator		Code Cart		12-lead ECG	Chest tube equip
	PCA infusion pump		Epidural infusion pump		Central line Kit	x Dressing Δ equipment
x	IV fluid Type: Normal Saline (available) IV tubing types: standard for infusion pump Piggyback tubing.				Tubes/drains Type:	Blood product ABO Type: # of units:

3. Respiratory therapy equipment/devices						
x	Nasal cannula		Face tent	x	Simple Face Mask	x Non re-breather mask
x	BVM/Ambu bag		Nebulizer tx kit		Flowmeters (extra supply)	



4. Documentation and Order Forms							
x	Health Care Provider orders	x	Med Admin Record	x	H & P	x	Lab Results
	Progress Notes	x	Graphic record	x	Anesthesia/PACU record		ED Record
x	Medication reconciliation		Transfer orders		Standing (protocol) orders		ICU flow sheet
x	Nurses' Notes	x	Dx test reports		Code Record		Prenatal record
x	Actual medical record binder, constructed per institutional guidelines				Other Describe:		

5. Medications (to be available in sim action room)							
#	Medication	Dosage	Route	#	Medication	Dosage	Route
1	Ancef	1 gram	IVPB				
6	Pre-filled NS flush	3 mL	IV				
4	Vicodin	tabs	PO				

CASE FLOW / TRIGGERS/ SCENARIO DEVELOPMENT STATES			
<p><b>Initiation of Scenario :</b> (Report from previous shift) Hiroko Choy is a 40-year-old Asian-American who is 3 days post op abdominal oophorectomy who is ready for discharge after her last dose of Ancef this morning. She has done well, but still has pain. She just called out a minute ago requesting something for pain and nausea. She has Vicodin and Reglan ordered. Vital signs are stable at 120-130/70-90, HR 72-80, R 16-20. She is afebrile. Dressings are dry, minimal abdominal distention, appetite poor due to indigestion, which she reports she has when she gets stressed. She's drinking and voiding well. Scenario begins with nurses entering room.</p>			
STATE / PATIENT STATUS	DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p><b>1. Baseline</b></p> <p>Patient slumped with one leg out of bed as if she couldn't quite make it back to bed. She is moaning. Linens, gown, floor stained with coffee ground emesis. Patient moaning and saying "sorry". HOB is ↑ to 45°.</p>	<p><b>Operator</b></p> <ul style="list-style-type: none"> <li>▪ O<sub>2</sub> sats 95%</li> <li>▪ EKG – sinus tachy @ 110</li> <li>▪ BP – 86/40 to 90/44 w/position change</li> </ul> <p><b>Triggers:</b></p> <ul style="list-style-type: none"> <li>• Learner actions completed within 4 minutes</li> <li>• If not completed in time allotted, ↓ BP, ↑ HR,</li> </ul>	<p><b>Learner Actions</b></p> <ul style="list-style-type: none"> <li>▪ Lower head of bed to flat</li> <li>▪ Turn patient to (L) side, check airway</li> <li>▪ Universal precautions</li> <li>▪ Manage biohazard to minimize exposure and slipping</li> <li>▪ Check BP, O<sub>2</sub> sats, Check quality of pulse</li> <li>▪ Reassure patient w/ clear, calm statements</li> </ul>	<p><b>Debriefing Points:</b></p> <ul style="list-style-type: none"> <li>▪ National Patient Safety Goals to minimize risk of error and exposure to biohazards.</li> <li>▪ Rationale for positioning</li> <li>▪ Signs of increasing/decreasing perfusion</li> <li>▪ Skin signs of perfusion</li> <li>▪ Significance of changes in patient status</li> <li>▪ Strategies for communicating with patient to decrease own and patient anxiety</li> </ul>

STATE / PATIENT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p><b>2.</b></p> <p>Patient's anxiety ↑, restless, apologizing for making such a mess. Gradually demonstrates ↓ LOC during scene.</p>	<p><b>Operator:</b></p> <ul style="list-style-type: none"> <li>▪ O<sub>2</sub> sats 95%</li> <li>▪ EKG – sinus tachy @ 120</li> <li>▪ BP 80/50</li> <li>▪ R 26/shallow. Breath sounds clear</li> </ul> <p>When (if) HOB is ↓, raise BP to 90/44.</p> <p>EKG – sinus tachycardia 120</p> <p><b>Triggers:</b></p> <ul style="list-style-type: none"> <li>▪ Learner Actions complete within 4 minutes</li> <li>▪ If incomplete, gradually ↓ BP, ↑ HR, ↓ LOC</li> </ul>	<p><b>Learner Actions:</b></p> <ul style="list-style-type: none"> <li>▪ Reassess following immediate interventions</li> <li>▪ Assess breath sounds</li> <li>▪ Recognize deteriorating vital signs and LOC</li> <li>▪ Check health care providers orders</li> <li>▪ Initiate call for assistance <ul style="list-style-type: none"> <li>○ Charge nurse</li> <li>○ Housekeeping</li> </ul> </li> <li>▪ Communicate change of status to charge nurse</li> <li>▪ Continue to reassure patient</li> <li>▪ Administer O<sub>2</sub> per agency protocol</li> </ul>	<p><b>Debriefing Points:</b></p> <ul style="list-style-type: none"> <li>▪ Rationale for lack of response to immediate interventions</li> <li>▪ Communication strategies to minimize risks of error during reporting change of status</li> <li>▪ Factors indicating requirement for collaboration with higher level of care</li> <li>▪ Anticipate health care provider orders</li> <li>▪ Rationale for checking breath sounds -vomiting – possible aspiration</li> </ul>

STATE / PATIENT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p><b>3.</b></p> <p>Continues to demonstrate ↓ LOC.</p> <p>Physician orders received by charge nurse, IV initiated with bolus of 500 mL within compressed time of 4 minutes.</p> <p>Calls made to lab for stat hematology, coagulation panel, Type and Cross Match</p> <p>Patient to be transferred to Endoscopy momentarily</p>	<p><b>Operator:</b></p> <p>HR 120→110 RR 24 →20 RR deepens O<sub>2</sub> Sat 95% BP gradually ↑ to 104/68</p> <p><b>Triggers:</b></p> <ul style="list-style-type: none"> <li>▪ Learner Actions completed within 8 minutes</li> </ul>	<p><b>Learner Actions:</b></p> <ul style="list-style-type: none"> <li>▪ Respond appropriately to patient’s continued ↓ LOC</li> <li>▪ Continue to stimulate, orient the patient and protect airway.</li> <li>▪ Assess IV lock for size and patency. (flush if within scope of practice at learner level)</li> <li>▪ Accurately prepare IV solutions for administration.</li> <li>▪ Assist charge nurse in carrying out orders as directed.</li> <li>▪ Assist with preparation of patient for Endoscopy procedure</li> </ul>	<p><b>Debriefing Points:</b></p> <ul style="list-style-type: none"> <li>▪ Anticipate health care providers orders in situation</li> <li>▪ Standards of practice for patients with GI bleed</li> <li>▪ Rationale and patient preparation for endoscopy</li> <li>▪ Strategies to protect patient during transport</li> <li>▪ Scope of practice for level of learner</li> <li>▪ Importance of continued reassessment of unstable patient</li> </ul>
<p>Scenario End Point: Endoscopy arrives to collect patient. Learner communicates “hand-off” report.</p>			
<p>Suggestions to <u>decrease</u> complexity: Discontinue scenario when charge nurse arrives to help.            Suggestions to <u>increase</u> complexity: Higher level of learners – initiate IV, NG tube. Husband arrives to take patient home, visibly upset and demands to see physician immediately. Disruptive.</p>			

## APPENDIX A: HEALTH CARE PROVIDER ORDERS

<b>Patient Name: Hiroko Choy</b>		<b>Diagnosis: Ovarian Cyst. Left abdominal salpingo- oophorectomy</b>
<b>DOB:</b>		
<b>Age: 40</b>		
<b>MR#:</b>		
No Known Allergies		
Allergies & Sensitivities Penicillin – has taken cepalosporins without reaction in past		
Date	Time	<b>HEALTH CARE PROVIDER ORDERS AND SIGNATURE</b>
		Admit to medical surgical floor
		Diagnosis: ovarian cyst, (L) salpingo-oophorectomy
		Standard care for post op surgical patient.
		NPO for 4 hours, clear liquid diet until tomorrow morning then, advance diet as tolerated
		Activity, up ad lib
		O2 protocol
		IV D5W 1/2 NS 20 KCL 125 ml/hr
		Morphine PCA, basal rate 2-4 mg/hr. 1-2 mg/hour bolus dose not to exceed 4mg/hr.
		PCA protocol
		Reglan (metoclopramide) 10 mg, IV push over 2 minutes, q6hrs PRN
		Ancef IV 1 gm q. 6 hours.
		Multivitamin 1 tab P.O. daily starting in AM
		<i>M Markam MD</i>
		DC PCA Morphine
		Vicodin 1-2 Tabs P.O. q 6 hrs PRN, moderate incision pain
		Ibuprofen 1-2 tabs P.O. q4-6 hours PRN, not to exceed 1200 mg/d, mild incision pain
		Convert IV to IV lock
		<i>M Markam MD</i>
		Discharge home today
		Discharge medications:
		Vicodin 1-2 Tabs P.O. q 6 hrs PRN, moderate incision pain
		Ibuprofen 1-2 tabs P.O. q4-6 hours PRN, not to exceed 1200 mg/d, mild incision pain
		Discontinue IV
		Appointment to see me in one week.
<b>Signature</b>		<i>M Markam MD</i>

<b>Patient Name: Hiroko Choy</b> <b>DOB:</b> <b>Age: 40</b> <b>MR#:</b>	<b>Diagnosis: Ovarian Cyst.</b> <b>Left abdominal salpingo- oophorectomy</b>
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No Known Allergies  
Allergies & Sensitivities Penicillin – has taken cepalosporins without reaction in past

Date	Time	HEALTH CARE PROVIDER ORDERS AND SIGNATURE
		<b>Telephone Orders during scenario</b>
		1. Vital Signs and O2 sat. Q 5-15 min. PRN
		2. Place on monitor
		3. Give NS 1L now
		4. NPO
		5. STAT Lytes and CBC, platelets
		6. Type and Cross 2 units PC
		7. Call endoscopy for potential client, I will call GI consult
		8. O2 per protocal
		9. Discontinue discharge
		<i>M Markam MD</i>

**APPENDIX B: Digital images of manikin and/or scenario milieu**

<p><b>Insert digital photo here</b></p>	<p><b>Insert digital photo here</b></p>
<p><b>Insert digital photo here</b></p>	<p><b>Insert digital photo here</b></p>

**APPENDIX C: DEBRIEFING GUIDE**

<b>General Debriefing Plan</b>			
<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> With Video	<input type="checkbox"/> Without Video
<b>Debriefing Materials</b>			
<input type="checkbox"/> Debriefing Guide	<input type="checkbox"/> Objectives	<input type="checkbox"/> Debriefing Points	<input type="checkbox"/> QSEN
<b>QSEN Competencies to consider for debriefing scenarios</b>			
<input type="checkbox"/> Patient Centered Care	<input type="checkbox"/> Teamwork/Collaboration	<input type="checkbox"/> Evidence-based Practice	
<input type="checkbox"/> Safety	<input type="checkbox"/> Quality Improvement	<input type="checkbox"/> Informatics	
<b>Sample Questions for Debriefing</b>			
<ol style="list-style-type: none"> <li>1. How did the experience of caring for this patient feel for you and the team?</li> <li>2. Did you have the knowledge and skills to meet the learning objectives of the scenario?</li> <li>3. What GAPS did you identify in your own knowledge base and/or preparation for the simulation experience?</li> <li>4. What RELEVANT information was missing from the scenario that impacted your performance? How did you attempt to fill in the GAP?</li> <li>5. How would you handle the scenario differently if you could?</li> <li>6. In what ways did you check feel the need to check ACCURACY of the data you were given?</li> <li>7. In what ways did you perform well?</li> <li>8. What communication strategies did you use to validate ACCURACY of your information or decisions with your team members?</li> <li>9. What three factors were most SIGNIFICANT that you will transfer to the clinical setting?</li> <li>10. At what points in the scenario were your nursing actions specifically directed toward PREVENTION of a negative outcome?</li> <li>11. Discuss actual experiences with diverse patient populations.</li> <li>12. Discuss roles and responsibilities during a crisis.</li> <li>13. Discuss how current nursing practice continue to evolve in light of new evidence.</li> <li>14. Consider potential safety risks and how to avoid them.</li> <li>15. Discuss the nurses' role in design, implementation, and evaluation of information technologies to support patient care.</li> </ol>			
<b>Notes for future sessions:</b>			