



**California Simulation Alliance (CSA)
Simulation Scenario Template
Leadership Specialty**

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 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.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 obtained by emailing KT Waxman at kt@cinhc.org



SECTION I: SCENARIO OVERVIEW

Scenario Title:	Leadership Integrity
Original Scenario Developer(s):	Christine Delucas
Date - original scenario	August, 2013
Validation:	September 5, 2013 by Dr. KT Waxman
Revision Dates:	
Pilot testing:	September 5, 2013 at the University of San Francisco
Learner Level:	Novice - Competent
Estimated Scenario Time: 15 minutes	
Estimated Debriefing time: 30 minutes	
Target group: Aspiring leaders, middle managers, directors	
Leadership Competencies: Demonstrates an understanding and can articulate the elements of the organization's Code of Conduct. Articulates the foundation of the ANA Code of Ethics and Interpretative Statements. (Inter-professional alternate: knows Code of Ethics for particular profession) Chooses to consistently employ the elements of integrity.	
Brief Summary of Case: A staff member approaches her/his manager requesting to speak confidentially. The manager agrees to the meeting.	

EVIDENCE BASE / REFERENCES (APA Format)

Martin, G. S., Keating, M. A., Resick, C. J., Szabo, E., Kwan, H. W., & Peng, C. (2013). The meaning of leader integrity: A Comparative study across anglo, asian, and Germanic

cultures. <i>The Leadership Quarterly</i> , 24, 445-461. doi: 10.1016/j.leaqua.2013.02.004
Palanski, M. E. & Yammarino, F. J. (2009). Integrity and leadership: A multi-level conceptual framework. <i>The Leadership Quarterly</i> , 20, 405-420. doi: 10.1016/j.leaqua.2009.03.008
Quick, J. C., & Goolsby, J. L. (2013). Integrity first: Ethics for leaders and followers. <i>Organizational Dynamics</i> , 42, 1-7. doi: 10.106/j.orgdyn.2012.12.001

SECTION II: CURRICULUM INTEGRATION

A. SCENARIO LEARNING OBJECTIVES	
Learning Outcomes	
1.	Analyze a situation for three key characteristics of integrity
2.	Articulate when and why integrity is missing in a given situation
3.	Defend integrity as an element of leadership (transformational leadership)
4.	Exemplify integrity in a given situation
Specific Learning Objectives	
1.	Articulates the elements that indicate a person acts with integrity
2.	Demonstrates integrity in day to day operations
3.	Distinguishes when integrity is lacking in a given situation
4.	Expects staff to act with integrity in all situations
5.	
Critical Learner Actions	
1.	Provides a milieu for private conversation
2.	Identifies major components indicating that s/he acts with integrity
3.	Displays genuine interest related to the employee's concern
4.	Actively listens before formulating a plan of action
5.	Includes the employee in the process, explaining processes, gaining her/his understanding and involvement
6.	

B. PRE-SCENARIO LEARNER ACTIVITIES	
Prerequisite Competencies	
Required prior to participating in the scenario	
Knowledge	Skills/ Attitudes
<input type="checkbox"/> Read assigned readings	<input type="checkbox"/> Acts with integrity
<input type="checkbox"/> Reviewed teaching video	<input type="checkbox"/> Openly supports Codes of Conduct and Ethics



<input type="checkbox"/> Knows the organization’s Code of Conduct	<input type="checkbox"/> Recognizes the difference between mistakes and violations of acting with integrity
<input type="checkbox"/> Aware of group dynamics and teamwork	<input type="checkbox"/> Takes appropriate action regarding acts in violation of integrity and a positive environment
<input type="checkbox"/> Understands authentic leadership	<input type="checkbox"/>

SECTION III: SCENARIO SCRIPT

A. Case summary

A staff member approaches her/his manager requesting to speak confidentially. The manager agrees to the meeting.

The staff member is concerned regarding the actions of a colleague toward another employee.

B. Key contextual details

The staff member wants to speak and keep things confidential. She reports observing a colleague harass another colleague who is at a lower level in the organization. The description involves verbal abuse and at least one time what appeared as “touching”/shoving the employee. She suggested the employee come forward and report the situation; however, he doesn’t want to cause problems.

C. Scenario Cast

Leaders/others	<input checked="" type="checkbox"/> High fidelity simulator	
	<input type="checkbox"/> Mid-level simulator	
	<input type="checkbox"/> Hybrid (Blended simulator)	
	<input checked="" type="checkbox"/> Standardized patient/person	
Role	Brief Descriptor (Optional)	Actor/Confederate (A/C) or Learner (L)
Ms. Delaney	Manager	L
Ms. Hillis	Employee	A
Mr. Jones	Abused employee	C



Environment, Equipment, Essential props		
Recommend standardized set ups for each commonly simulated environment		
1. Scenario setting: (example: office, board room, patient room)		
Manager's Office		

2. Equipment, supplies, monitors						
(In simulation action room or available in adjacent core storage rooms)						
X	Table/chairs		Calculator			
X	Computer monitor		Chart			
	Binders	X	Desk			
X	Books	X	Office decor			
X	Paper	X	Phone			



CASE FLOW / TRIGGERS/ SCENARIO DEVELOPMENT STATES			
PARTICIPANT STATUS		DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT STATE	
1. Role or position Ms. Delaney requests to keep the conversation confidential	Triggers: Ms. Delaney becomes a little anxious and states she doesn't want to cause trouble	Learner Actions Shuts door. Sits at table rather than behind desk. Inquires as to why this has to be confidential.	Debriefing Points: Clarification of desire to keep the conversation confidential
PARTICIPANT STATUS		DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE	
2. Ms. Hillis	Triggers: Ms. Delaney is still reluctant	Learner Actions: Does not readily agree to keep things confidential. Explains the issues around whether a conversation can remain confidential or not. Encourages Ms. Delaney to continue.	Debriefing Points: Discuss as to when to be confidential or not. How to gain employee's confidence and trust, a major element of integrity
PARTICIPANT STATUS		DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE	
3. Ms. Hillis	Triggers:	Learner Actions: Exhibits understanding and an empathetic "ear". It's hard to agree to something when you don't know what it is	Debriefing Points: Gives logical examples. Demonstrates interest in Ms. Hillis' concerns and anxiety. Encourages through active listening skills



	Ms. Hillis anxiously agrees.	<p>you're agreeing to. Explains using examples regarding confidentiality.</p> <p>Articulates when she can/cannot keep it confidential and assures Ms. Hillis that she will be kept informed as appropriate when and/or what part cannot be kept confidential.</p> <p>Also shares that process.</p> <p>Encourages Ms. Hillis</p>	including verbal and non-verbal activities.
PARTICIPANT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
<p>4. Ms. Hillis reveals the issues regarding what she observed believes is harassment and abuse of Mr. Jones.</p>	<p>Triggers:</p>	<p>Learner Actions: Listens attentively. Clarifies issues. Shares what needs to be done and includes Ms. Hillis in the decision-making process using the information she provided Ms. Hillis in the beginning of the conversation.</p>	<p>Debriefing Points Discuss Codes of Ethics and Conduct.</p> <p>Discuss the effect on others in the workplace (staff, patients, families)</p>
<p>Scenario End Point: Ends with Ms. Delaney assuring Ms. Hillis of what appropriate actions need to be taken and to what extent Ms. Hillis will be involved. Thanking her for coming forward.</p>			



Suggestions to decrease complexity:

Mr. Jones comes to report the incidents and asked Ms. Hillis to accompany him for moral support.

Suggestions to increase complexity:

Mr. Jones interrupts the meeting, having overheard part of the conversation and is upset that Ms. Hillis didn't tell him she was coming forward and insists there really isn't a problem.



APPENDIX A: Optional digital images of scenario milieu/set-up

<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 B: DEBRIEFING GUIDE

General Debriefing Plan			
X <input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> With Video	X <input type="checkbox"/> Without Video
Debriefing Materials			
X <input type="checkbox"/> Debriefing Guide	X <input type="checkbox"/> Objectives	X <input type="checkbox"/> Debriefing Points	
Core Leadership Competencies to Consider for Debriefing Scenarios			
X <input type="checkbox"/> Leadership	<input type="checkbox"/> Teamwork/Collaboration	<input type="checkbox"/> Evidence-based leadership	
X <input type="checkbox"/> Communication	X <input type="checkbox"/> Human factors	<input type="checkbox"/> Systems thinking	
Sample Questions for Debriefing			
<ol style="list-style-type: none"> 1. How did the experience of (identify the human factor) in leadership feel for you? 2. Did you have the knowledge and skills to meet the learning objectives of the scenario? 3. What GAPS did you identify in your own knowledge base and/or preparation for the simulation experience? 4. What RELEVANT information was missing from the scenario that impacted your performance? How did you attempt to fill in the GAP? 5. How would you handle the scenario differently if you could? 6. In what ways did you feel the need to check the ACCURACY of the data you were given? 7. In what ways did you perform well? 8. What communication strategies did you use to validate the ACCURACY of your information or decisions you and/or you and your team members made/considered? 9. What three factors were most SIGNIFICANT that you will transfer to your leadership/management setting? 10. At what points in the scenario were your leadership actions specifically directed toward PREVENTION of a negative outcome? 11. Discuss how roles and responsibilities might vary under different circumstances. 12. Discuss how current nursing practice continues to evolve in light of new evidence. 13. Consider potential managerial, leadership and organizational risks and how to avoid them. 14. Consider potential patient and personnel risks and how to avoid them. <p>Discuss the leader’s role in design, implementation, and evaluation of information technologies to support management and leadership development.</p>			



Notes for future sessions: