

Nursing Content Expert Guidelines for Volker Hall Expansion Sims

General Principles:

The simulation experience is designed to be an active learning experience. We ask that all instructors (content experts) who participate in these experiences do the following:

1. Hold the “basic assumption” of the participants, ie, believe that everyone participating is intelligent, well-trained, cares about doing their best, and wants to improve.
2. Maintain confidentiality regarding the performance of the participants during the scenario and debriefings.
3. Be fair about simulation’s strengths and weaknesses, doing your best to participate as if things were real and to apply lessons learned to real settings.

Before the Simulation:

1. Know scenario objectives.
2. Introduce yourself to other members of the simulation team in your room.
3. Know level of learner (i.e. Nursing/1st semester, Medicine/1st year; new graduate nursing/year of residency/faculty)

During the Simulation:

1. Observe the simulation from the control room.
2. Observe communication between the nursing students and the medical students.
3. Observe assessment and how findings were communicated with the medical students.

After the Simulation:

There will be a lead debriefer and in some cases a co-debriefer who will lead the discussion during debriefing. This person will ensure that the debriefing follows our specific debriefing structure (found on the debriefing guide). These sessions are very short, and we would like to ensure that there is time to cover all learning objectives.

During the debriefing you should help nursing students reflect on assessment findings and if these findings were communicated with MD. You should also help nursing students think through the nursing process (assessment, analyzing, planning, implementing and evaluating).

Students should talk at least half of the time allowed for debriefing. This is meant to be a discussion not a lecture.

Remember that our goals are:

- reflection on the experience, actions, and critical thinking
- promote a learner-centered over a lecture-style discussion
- utilize mistakes as puzzles to be solved, not crimes to be punished

Remember that these experiences are interprofessional and that our goal is to have all learners reflect on their experiences. We should teach to the level of all learners present.

Structure and Logistics

1. Two scenarios will be performed within the hour. When learners enter the room, have them place possessions on countertop. Divide the learners into two groups. One group will observe and one group will participate the first half. After the first scenario the learners will swap roles.
2. IPE time:
 - i. 00:00 – Prebrief
 - ii. 00:08 – **Case 1** stem, RN assessment, handoff
 - iii. 00:11 – Med Students H&P, orders, etc
 - iv. 00:21 – Debriefing
 - v. 00:35 – **Case 2** stem, RN assessment, handoff
 - vi. 00:38 – Med students H&P, orders, etc
 - vii. 00:49 – Debriefing
 - viii. 00:00 – Evals, prepare for next group
3. Written evaluations will be completed following completion of both scenarios.