|  |  |
| --- | --- |
| Title*Name to help users immediately identify purpose, audience, etc. when searching in Library* |  |

|  |  |
| --- | --- |
| Description: *This is a synopsis of the scenario – typically a short paragraph* |  |

|  |
| --- |
| Classification:*Classifying items helps to organise and sort them in the Library. For example, what Scenarios have we got for Paediatric patients, or for Adult patients? What Scenarios have we got that relate to a particular organ system, for example cardiovascular-based Scenarios? It helps to find relevant Scenarios and to identify if there are any gaps in the existing portfolio of Scenarios.* |
| Curriculum Mapping*Free text field – can be used to classify a scenario against existing naming convention used by the academy/school* |  |
| Schools/Departments*Drop-down menu – eg Acute Medicine, Anaesthesia, Emergency Medicine, Nursing, etc.* |  |
| Parent Specialty *Drop-down menu – Dental, Medicine, Nursing, Surgical* |  |
| Target Learner Group |  |
| Patient Group*Drop-down menu – Adolescent, Adult, Geriatric, Neonatal, Paediatric* |  |
| Organ System*Drop-down menu – ENT, Eye, Respiratory, etc.* |  |
| Human Factors |  |
| Standards Applied*Drop-down menus exists for the below standards. Make notes against standards you wish to apply* |  |
| *ASPiH - 11 criteria* |  |
| *INACSL criterion 1-11* |  |
| *Good Medical Practice Domains* |  |
| *Nursing Good Practice - Knowledge Skills Framework* |  |
| *Nursing Good Practice- Values Behaviour* |  |
| *SimZones – 0/1/2/3/4* |  |
| *CIHC Interprofessional Competency Framework* |  |
| *Others* |  |

Learner Group Needs and Assessment
*Why does this Scenario need to be created/authored? For more guidance see INACSL-SimDesign - see criterion 1. What concern/issue does this Scenario resolve? What organisational weaknesses or opportunities does this Scenario address? Is there healthcare data that points to a gap in skills/knowledge/attitudes/behaviours? Which key stakeholders (clinicians and/or educators, etc.) are prioritising it as a need?*

*consider:*

* *Curriculum areas that need to be enhanced*
* *What aspects of quality of care and patient safety need to be improved?*
* *Readiness for clinical practice and competency development*
* *Knowledge, skills, attitudes and/or behaviours*
* *Professional development (e.g. non-technical skills, human factors, etc.)*
* *Dealing with stresses or challenges.*

*Add a row for each Learner Type.*

|  |  |
| --- | --- |
| Learner Group | Learner Needs |
|  |  |
|  |  |

Learning Objectives and Delivery Methods
*What will be different if the Scenario runs successfully? Think about who will be able to do how much, how well, of what, by when. It can be useful to use:*
*- Broad Objectives to reflect the purpose of the simulation and how it relates to organisational goals, and - Specific Objectives to capture participant performance.*

*Objectives should be SMART (specific, measurable, achievable, realistic and time-bound). Define clear, measurable outcomes so you know when the Training has been successful for the organisation and individual.*

*For more guidance see the following INACSL links:*
*(1) INACSL-SimDesign - see Criterion 2; (2) INACSL-Outcomes-Objectives; (3) INACSL-Simfographic-Outcomes*

|  |  |  |
| --- | --- | --- |
| Objective Type (Medical, Nursing, AHP) | Description | Delivery Methods (E-Learning; Classroom; Simulation; Skills Lab; Point of Care; Clinical) |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Faculty Script*This is a brief for Faculty during the team huddle prior to Scenario delivery. It outlines the scenario the Learners are facing, the underlying clinical problems of the patient and the expected actions and interventions from the Learners.* |  |
| Patient Demographics and Candidate Brief*What do Learners/Candidates need to know to set the stage for the Scenario, what guidance will help to create the conditions for effective learning/assessment? For example:* * *Orientation on the Scenario set up – the space, equipment, simulator, roles*
* *The objectives for the ScenarioGround-rules /orientation - what’s expected of everyone to ensure respect and professional integrity are maintained and learning is maximised*
* *Overview of the patient to be treated and available patient information.*

*See the INACSL guidance for more:**(1) INACSL-SimDesign - see Criterion 7; (2) INACSL-Facilitation; (3) INACSL-Integrity* |
| Patient Name |  |
| Gender |  |
| Age |  |
| Weight |  |
| Head Circumference |  |
| Height |  |
| Presenting History (Candidate/Student Storyboard) |  |
| Previous Medical History |  |
| Known Allergies |  |
| Instruction to Learner*Free text for any other points to make to the Learner* |  |

Patient Record Information
*Create a dummy Patient Record for briefing students/learners if you do not have an Electronic Patient Record system that can be used. In the Date field, using a Day/Time format that is not date specific will mean that the Scenario does not have to be constantly adjusted. If you have another tool for creating a Patient Record then attach the document generated by this into the Props tool in Step 6.*

|  |  |  |
| --- | --- | --- |
| Entry | Date/Time (eg Day 0/1800) | Notes |
|  |  |  |
|  |  |  |

Scenario Setup – Recommended Faculty
*What Faculty Roles are required to deliver the Scenario. For each different role needed during the Scenario, think about the mindset driving behaviours, the emotional state, how you want/don’t want the Actor to respond to the candidates as they play each role.*

|  |  |
| --- | --- |
| Director/Facilitator |  |
| Control/Facilitator |  |
| Other |  |
| Actor |  |
| Roles |  |

Scenario Setup: Actor/Confederate Roles

|  |  |
| --- | --- |
| Actor/Confederate Role | Actor Mindset/Agendas driving Behaviour |
|  |  |
|  |  |

Scenario Setup: Participants
*Define the ideal constitution of the multi-professional team needed to optimise fidelity of the scenario.*

|  |  |
| --- | --- |
| Medical Roles |  |
| Nursing Roles |  |
| AHP Roles |  |
| Other Roles |  |

Scenario Setup: Other Details
*Describe the location, simulated patient and monitor setup required for delivery. Use Monitor Setup to capture Monitor availability during the Scenario, for example not available at the start.*

|  |  |
| --- | --- |
| Is the scenario based on a real case |  |
| Location |  |
| Simulator |  |
| Monitor Setup |  |

Scenario Setup: Monitor Parameter Required
*Monitoring parameters required during the Simulation.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ECG | Y/N | SaO2 | Y/N | RR | Y/N | LMA | Y/N | EtCO2 | Y/N | NIBP | Y/N |
| ABP | Y/N | CVP | Y/N | PAP | Y/N | ICP | Y/N | CPP | Y/N | Temp(P) | Y/N |
| Other |

Equipment Checklist: Respiratory
*Outline the respiratory equipment available to learners and respiratory support delivered where appropriate.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nasal Cannula | Y/N  | HeadBox | Y/N  | Suction | Y/N  | O2 Facemask | Y/N  | Wafting O2 | Y/N  |
| Yankeur | Y/N  | Ayers T Piece | Y/N  | LMA | Y/N  | Nebuliser | Y/N  | Suction Catheter | Y/N  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Self-inflating bag | Y/N | Oropharyngeal Airway | Y/N | O2 Reservoir Facemask | Y/N |
| Suction Catheter size (FG) |     | Nasopharyngeal Airway | Y/N |  |     |
| Intubated | Y/N | ETT Position |     | Length (cm)  |     |

Equipment Checklist: Respiratory Support
Non-Invasive

|  |  |  |  |
| --- | --- | --- | --- |
| Flow (I/Min) : | Insp O2 (%) : | PIP : | PEEP : |

Invasive

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| iTime : | InspO2 : | Rate : | PIP : | PEEP : |

|  |  |
| --- | --- |
| Equipment Checklists Summary:*This is a synopsis of the scenario – typically a short paragraph* |  |

|  |  |
| --- | --- |
| Moulage: Effect Needed*Makeup special effects to be applied to the mannequin. Be specific to allow technicians to apply in the correct site and way to the specifications you provide.* |  |

Equipment Checklist: Vascular Access
*Define the type (peripheral, central venus,, arterial, intraosseous), the size (gauge), and site (left hand, right foot, etc) of vascular access. Add a row to define each Vascular Access line.*

|  |  |  |  |
| --- | --- | --- | --- |
| Line Type | Gauge Type | Site | Other Comments |
|  |  |  |  |
|  |  |  |  |

Pumps and Lines Checklist: Vascular Access
*Add the number/type of pumps and lines required for the Scenario. Make any notes about setup and how they are used in the Other field.*

|  |  |
| --- | --- |
| IV Primary Lines |  |
| IV Secondary Lines |  |
| PiggyBack Sets |  |
| IV Insertion Kits |  |
| Insertion Pump |  |
| Syringe Pump |  |
| PCA Pump |  |
| Other |  |

Training Props – Vital Signs, Diagnostics, Drugs Sheets
*Define resources such as blood gases, x-rays, etc. needed to run the Scenario. Capture the fileneame so it can be added into iRIS via the Linked Doc field. These are the materials for Setup of the Scenario and/or which are provided to the Learners during their assessment and management of the patient within the Scenario.*

|  |  |  |  |
| --- | --- | --- | --- |
| Prop Type | Description of Resource | Linked Document Filename/Location | Where Used in Scenario |
|  |  |  |  |
|  |  |  |  |

Equipment Checklist: IV Fluids

|  |  |
| --- | --- |
| Setup: |  |
| Fluids Running |  |
| Fluids Available 1 |  |
| Fluids Available 2 |  |
| Fluids Available 3 |  |

Medications
*Add a row for each infusion*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Infusions | Name | Drug/qty | Dilutant/qty | Dose Range | Units | Infusion Rate |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Bolus Drugs
*Add a row for each Dose*

|  |  |
| --- | --- |
| Bolus Drugs | Dose |
|  |  |
|  |  |

Other Medications
*Add a row for each Dose*

|  |  |
| --- | --- |
| Bolus Drugs | Dose |
|  |  |
|  |  |

Scenario State
*Each Scenario State describes the vital and clinical signs a patient displays at a set point in the Scenario. Ensure that triggers are embedded in the Scenario State to allow Learners to assess the patient, employ clinical decision-making, and implement management plans aligned with the educational objectives. Choose clear Scenario State names so it is easy to recognise them when you are delivering the Scenario. The Transition defines the input (learner action, time, etc.) that makes the Simulation move to another State*

|  |  |
| --- | --- |
| Name of State |  |
| Transition |  |

Vital Signs
*As displayed on the monitor in this scenario state. Use the Notes field for each main area to capture points that will help the Scenario run as planned.*

Breathing

|  |  |  |  |
| --- | --- | --- | --- |
| Respiratory rate (br/min): | ETCO2 (mmHg): | SaO2 (%): | SpO2 (%): |
| Respiratory Notes: |

Circulation

|  |  |  |  |
| --- | --- | --- | --- |
| Rhythm: | HR (bpm): | SBP (mmHg): | DBP (mmHg): |
| CVP (mmHg):  | Cardiac Notes: |

Disability / Exposure

|  |  |  |  |
| --- | --- | --- | --- |
| AVPU: | Pupils: | ICP (mmHg): | GCS: |
| NIRS: | TBody: | TBlood: |
| Neuro Notes: |

Assessment
*Clinical signs found during examination*

### Airway / Breathing

|  |  |
| --- | --- |
| Airway: | Breathing: |
| Air Entry: | Breath Sounds: |
| WOB: | Recession: |

### Circulation

|  |  |
| --- | --- |
| ECG/Heart: | Periph Pulses: |
| Cap Refil (Seconds): | Skin: |

### Disability / Exposure

|  |  |  |
| --- | --- | --- |
| Neuro: | Renal: | Hepatic: |

|  |
| --- |
| Other: |

Results
*Blood results including gases available to Learners during this Scenario State*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hb: | WCC: | PLT: | HCT: | CRP: |
| PH: | PaCo2(mmHg/Kpa): | PaO2(mmHg/Kpa): | HCO3: | BE: |
| Lactate: | Na2+: | K+: | Cl-: | Ur: |
| Cr: | Glucose: | Ca2+: | Mg2+: | PO4: |
| Other: |

Physiological Trends
*Capture the physiological trends and speed of change during this Scenario State*

|  |
| --- |
|  |

Presentation and Behaviour of Simulated Roles During Scenario State
*Capture the presentation and behaviour of any Simulated Roles during this Scenario State – use a row per Role*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | General Appearance | Body Language | Mood/Affect | Communication |
|  |  |  |  |  |

Resources Available in this State
*Capture other results / resources (docs, images, etc.) to support this state*

|  |  |  |
| --- | --- | --- |
| File Type | Description | File name and location to add to iRIS |
|  |  |  |

Expected Outcomes
*Capture actions expected of Learners/Participants and Faculty/Facilitators during this Scenario State*

|  |  |
| --- | --- |
| Participants should | Facilitators should |
|  |  |

Debriefing Points
*What Debriefing Points are important for this Scenario State? These provide the Facilitator with any debriefing points that are specific to a Scenario State and that sit alongside any Overall Debriefing points.As you move Step 9 in this authoring process, these will be shown together with the Overall Debriefing points.See the INACSL guidance for more: INACSL-Debriefing*

|  |
| --- |
|  |

COPY AND PASTE THE ABOVE STATE TO CREATE A SECOND/THIRD/ETC. STATE FOR THE SCENARIO

Overall Debriefing Points
*Whatever debriefing framework you are using, ensure that Key Learning Objectives are included in the structured debrief of the Scenario.*

*See the PEARLS debriefing tool and INACL guidance for more:*
[*https://debrief2learn.org/wp-content/uploads/2017/12/PEARLS-Small-Poster-8.5x11-PDF-EN.pdf*](https://debrief2learn.org/wp-content/uploads/2017/12/PEARLS-Small-Poster-8.5x11-PDF-EN.pdf)
[*https://www.nursingsimulation.org/article/S1876-1399%2816%2930129-3/fulltext*](https://www.nursingsimulation.org/article/S1876-1399%2816%2930129-3/fulltext)

*NB Use the Overall Debriefing Points for any comments/points that are relevant across the whole Scenario. The State specific Debriefing points are also shown here, and will be reflected back in the States tool if they are edited here.*

|  |  |
| --- | --- |
| Overall Debriefing Points |  |

Trainer Resources: Educational Delivery Support Materials
*Upload resources such as the master Technican and Director Scripts, Debriefing frameworks, etc. that will aid faculty delivery of the Scenario. Other examples of the resources would be Activity briefs, Handouts, Detailed programme notes, Film guides, etc.*

*See the INACSL standards for guidance on Facilitation of sessions:*
[*https://www.nursingsimulation.org/article/S1876-1399%2816%2930128-1/fulltext*](https://www.nursingsimulation.org/article/S1876-1399%2816%2930128-1/fulltext)

*Add a row for each Resource.*

|  |  |  |
| --- | --- | --- |
| Item | Description | File name and location to add to iRIS |
|  |  |  |
|  |  |  |

Learner Resources
*Upload resources such as the master Technican and Director Scripts, Debriefing frameworks, etc. that will aid faculty delivery of the Scenario. Other examples of the resources would be Activity briefs, Handouts, Detailed programme notes, Film guides, etc.*

*See the INACSL standards for guidance on Facilitation of sessions:*
[*https://www.nursingsimulation.org/article/S1876-1399%2816%2930126-8/fulltext?code=ecsn-site*](https://www.nursingsimulation.org/article/S1876-1399%2816%2930126-8/fulltext?code=ecsn-site)

*Add a row for each Resource.*

|  |  |  |
| --- | --- | --- |
| Item | Description | File name and location to add to iRIS |
|  |  |  |
|  |  |  |

Readiness Assessment

|  |  |
| --- | --- |
| Standardised Simulation Design Criteria | Rating |
| *1. A needs assessment exists that provides the foundational evidence of the need for a well-designed simulation-based experience* | *Agree / Disagree* |
| *2. Measurable objects are defined for the scenario* | *Agree / Disagree* |
| *3. The format of the simulation is based on the purpose, theory, and modality for the simulation-based experience* | *Agree / Disagree* |
| *4. The design of the scenario or case provides the context for the simulation-based experience* | *Agree / Disagree* |
| *5. The scenario uses various types of fidelity to create the required perception of realism* | *Agree / Disagree* |
| *6. The scenario uses a facilitative approach that is participant centered and driven by the objectives, participant's knowledge or level of experience, and the expected outcomes.* | *Agree / Disagree* |
| *7. The scenario begins the simulation-based experiences with a prebriefing for Learners* | *Agree / Disagree* |
| *8. A debriefing and/or feedback session follows the simulation-based experience* | *Agree / Disagree* |
| *9. An evaluation is included for the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team* | *Agree / Disagree* |
| *10. Preparation materials and resources are provided to promote participants' ability to meet identified objectives and achieve expected outcomes of the simulation-based experience.* | *Agree / Disagree* |
| *11. The simulation-based experience will be/has been pilot tested before full implementation.* | *Agree / Disagree* |
| *12. Relevant subject matter experts have assisted in the creation of materials (2.1.2)* | *Agree / Disagree* |
| *13. The simulation design is repeatable (2.2.4)* | *Agree / Disagree* |
| *14. Training resources are defined (e.g., props, moulage, videos, task trainer) (2.2.6)* | *Agree / Disagree* |
| *15. The scenario has been peer-reviewed by other(s) to confirm its readiness for Pilot, Implementation and Delivery* | *Agree / Disagree* |