



# Simulation Environment Orientation



**Rhode Island College School of Nursing Simulation Program**

# What you need to know about Simulation Environment Orientation

**Simulation** – “a technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, or to gain understanding of systems or human actions” (*Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 44*).

**Environment** – “the degree to which the simulated environment (manikin, rooms, tools, equipment, moulage and sensory props) replicates reality and appearance of the real environment” (*Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 16*).

**Orientation** – “the process of giving participants information prior to a simulation event to familiarize them with a simulation activity or environment, such as center rules, timing, how the simulation modalities work, and the intent of preparing the participants” (*Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 34*).



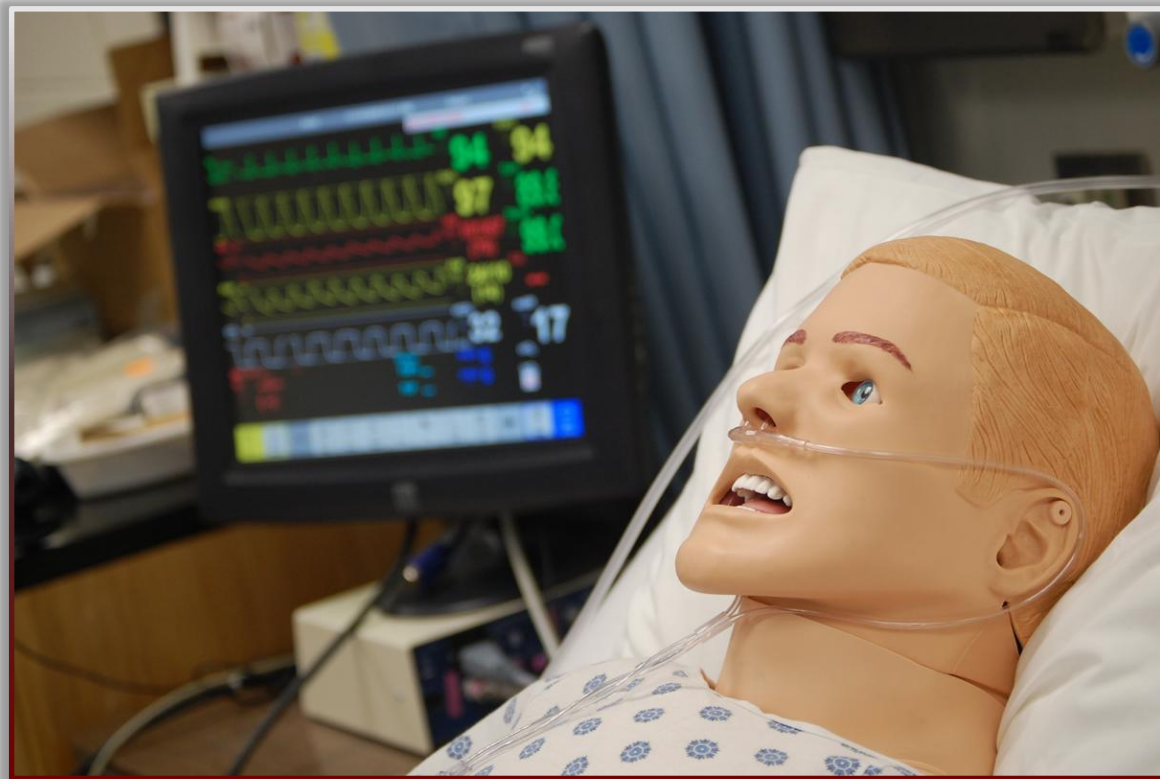
# Simulation Environment Orientation is a PART of Prebriefing

# PREBRIEFING DEFINITIONS

- **“An information or orientation session** held prior to the start of a simulation activity in which instructions or preparatory information is given to the participants. The purpose of the prebriefing is to set the stage for a scenario, and assist participants in achieving objectives” *(Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 37).*

- **“The time used by educators, researchers, facilitators, or staff to plan their roles** prior to the simulation. Suggested activities in a prebriefing include orientation to the equipment, environment, manikin, roles, time allotment, objectives, and patient situation” *(Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 37).*
- **“The collaboration and planning co-facilitators/co-debriefers** prior to the simulation activity” *(Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 37).*

# Introduction to the Simulated Environment



- Simulation environments mimic part of the clinical environment
- Equipment may include manikins, vital sign monitors, intravenous pumps, oxygen delivery, medication dispensaries and patient care laptops
- Each participant should be informed about the basic functions of equipment in the simulation environment

# Each simulation room is similar in set-up

- **Patient Room** – Manikin in Electric Bed, Actor, and Student Nurses
- **Supplies** - Hand Hygiene, Gloves, Medications, Respiratory and IV Supplies, Telephone, and Integrated Patient Lift
- **Diagnostics** – Functional Wall Oxygen and Suction (compressed air), Thermometer, Blood Pressure Cuff, Cardiac/Respiratory Monitor (with O2 Saturation, CO2, Temperature, Mean Arterial Pressure[MAP], and Cardiac Rhythm)
- **Laptops** – May have patient care information, provider orders, or may be used to stream in telemedicine or family members(played by actors)



# Case Scenario Information Basics

## Case Scenario Report

The details of the simulation case will be given via the two-way intercom by the simulation technician/graduate assistant in the observation room adjoining the simulation room. Students can ask questions prior to the start of the scenario OR as directed by faculty.

## During the Simulation

Patient Safety and Quality Care is Key in ALL SIMULATIONS. Follow the National Patient Safety Goals (NPSGs) and the Quality and Safety Education for Nurses (QSEN).

**During COVID19** – Personal Protective Equipment Performance (Donning and Doffing) is an expectation **PRIOR** to engaging in simulation learning



**During COVID19** – Social distancing means only two students at a time are allowed to enter simulation rooms

# NATIONAL PATIENT SAFETY GOALS (NPSGs) AND QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)

## NATIONAL PATIENT SAFETY GOALS 2020

- **Identify patients correctly** (2 patient identifiers)
- **Improve communication** (get important information to team members as soon as possible)
- **Use Medications safely** (label medications in syringes, ask patient's about allergies, medication taking at home, be careful when giving medications to patients receiving blood, and the 7 rights of medication administration)
- **Use alarms safely** (respond to alarms and interpret meaning)
- **Prevent infection** (hand hygiene and proper PPE use)
- **Identify patient safety risks** (such as suicidal ideation)
- **Prevent mistakes in surgery** (always double-check)

## QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN) 2020

- **Knowledge, Skills, and Attitudes (KSAs)**
  - Patient-Centered Care
  - Team-Work and Collaboration
  - Evidence-Based Practice
  - Quality Improvement
  - Safety
  - Informatics



# SAFE LEARNING ENVIRONMENT

- “A learning environment where it is clarified that learners feel physically and psychologically safe to make decisions, take actions, and interact in the simulation” (*Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 41*).

- “A learning environment of mutual respect, support, and respectful communication among leaders and learners; open communication and mutual respect for thought and action encouraged and practiced” (*Healthcare Simulation Dictionary, 2<sup>nd</sup> Edition, 2020, p. 41*).

# Let's visit a simulation room!

- Insert video – Simulation Environment Orientation

For more information visit [www.ric.edu/simlab/](http://www.ric.edu/simlab/)

If you would like to schedule an in-person simulation orientation  
please contact the Simulation Director at [psadlon@ric.edu](mailto:psadlon@ric.edu)

