

## **Audience**

## **Sim 3 – Scenario 1**

### **Brief**

Your role requires you to engage with the play as observers, taking notes as required. You are to observe Act 1 and Act 2 and provide constructive feedback on specific aspects of the unfolding scene during intermission and debrief.

The focus of your feedback is to be based on the NQSHS Standards as specified in the Cue Card/s provided to you. Feedback should be constructive, supportive and focus on enhancing quality and safe nursing practice.

## **Nursing Student**

## **Sim 3 – Scenario 1**

**Brief** Your role will be to play that of a nursing student. This role will be played out by any number of learners, depending on the tagging frequency.

Each time a TAG occurs, the learner stepping into the role of the nursing student assumes the role of the nursing student from that point in time.

It is intended that all previous communications, actions and responsibilities of the nursing student are known to the new learner. The concept behind tagging in and out is that one role is played by many people, lending different voices, thoughts and actions to one character. Your role is to provide care to Sam in response to his needs under the direction of your preceptor.

## Scenario 1 – Vital signs 1

## Sim 3 – Scenario 1

### Vital Signs

Provided to the patient prior to the scenario beginning

(Only handed to the nursing student or RN once a vital sign assessment has been performed)

- Blood pressure 145/95 mmHg
- Pulse 98 BPM
- Respiratory rate 22/min
- Temperature 37.6°C
- Blood oxygen saturation level (SpO<sub>2</sub>) 97%

## Scenario 1 – Vital signs REPEAT

## Sim 3 – Scenario 1

### Vital Signs

Provided to the patient prior to the scenario beginning

(Only handed to the nursing student or RN when the vital sign assessment has been repeated)

- Blood pressure 145/95 mmHg
- Pulse 102 BPM
- Respiratory rate 26/min
- Temperature 37.6°C
- Blood oxygen saturation level (SpO<sub>2</sub>) 94%

## Registered Nurse (Preceptor)

## Sim 3 – Scenario 1

**Brief** Your role is to provide support to the nursing student who is allocated to care for this patient in the context of recognition and response to acute deterioration. Further clarification may be provided by the director according to your level of experience.

You will be further directed in your role through the provision of antagonist cards given to you by the director during the course of the play. You are to action the instructions on the antagonist card immediately if you are given one.

After handover, and as the scene opens

1. You send the nursing student off on her own to make sure the patient 'Sam Webb' is awake and ready for breakfast. You say that whilst you have other patients to look after, the student can come and get you if need be.
2. If the nursing student reports back to you with concern about Sam's condition, you ask the student to use ISBAR to relay their concern to you, and then you go back together to either do a first set of obs, or a repeat set of obs.

**Protagonist (Patient)****Sim 3 – Scenario 1**

<b>Brief</b>	Please note the importance of remaining in character and only contribute to the scenario as per this brief. Do not add content as this will detract from the scenario.
<b>Name</b>	Sam Webb
<b>Date of Birth</b>	01 January 1960
<b>Situation</b>	You are sitting in the chair next to your bed, waiting for breakfast to be delivered. You are sitting with your hands on your knees, leaning forward. You are finding it a bit difficult to breathe, and you cannot speak in long sentences.
<b>Background</b>	You are a patient in your fifties who was been admitted to hospital last night for IV antibiotics to manage a recently diagnosed chest infection. The only medical history you have is chronic asthma. The only regular medication you take is for this condition.
<b>Assessment</b>	When asked how you are feeling, you speak in short 4 – 5 word sentences and tell the nurse that you feel short of breath. When the nurse performs your vital signs, you hand her the vital signs sheet for Scenario 1, Vital Signs 1. If the vital signs are REPEATED when the nursing student returns with the RN, hand them the vital signs sheet for Scenario 1, Vital Signs REPEAT.
<b>Asthma Action Plan</b> (Only handed to the nursing student or RN if you are asked how you normally manage your asthma)	Only discuss this with the student nurse/RN, if you are asked about how you normally manage an exacerbation of asthma. If asked, you explain your Asthma Action Plan to the nurse; You tell the nurse that if you were experiencing an exacerbation of asthma, you would normally take four puffs of your reliever (salbutamol), or two puffs of your preventer (Budesonide) if you were unable to locate your reliever. You would repeat this in four minutes if your symptoms had not been relieved. You tell the nurse that it helps if you sit up and lean over.