**TITLE**

**Scenario Overview**

**Summary**

Provide a summary of the scenario here

**Setting**

Describe where scenario will take place (eg, Hospital operating room [OR], Ambulatory Surgery Center procedure room, etc.)

**Time**

Pre-brief: 5 minutes

Simulation: 10 minutes

Debrief: 20 minutes

**Participants**

Modify as needed:

Multidisciplinary team

Embedded simulation personnel

Surgeon

First assistant (RN or MD)

Anesthesiologist

Certified registered nurse anesthetist (CRNA)

RN circulator

Scrub person

Nurse assistant or perioperative care technician

**Potential Systems Explored**

Modify as needed:

Roles of the perioperative team members during a \_\_\_\_\_\_ event

Supporting technical and developmental skills

Interprofessional training in communication and professionalism

**Learning Objectives**

Provide 2 to 3 objectives using action terms (eg, describe, recognize, demonstrate, etc.) Modify as needed:

1. The learner will recognize the initial signs and symptoms of \_\_\_\_\_\_\_ in a surgical patient.
2. The learner will identify the appropriate treatment for a patient having a \_\_\_\_\_\_ in the OR.
3. The learner will demonstrate interprofessional communication and professionalism with respectful interactions.

**Participant Preparation**

**Pre-Simulation**

Modify as needed:

* Read the article:
* Review the crisis checklist on \_\_\_\_\_\_\_\_. The OR crisis checklists are available at no charge with registration at http://www.projectcheck.org/crisis-checklist-download.html
* Review the facility policy on \_\_\_\_\_\_\_\_\_\_.
* Review contents of the emergency cart.

**Introduction/Pre-Brief**

Modify if necessary. This text should be appropriate for all scenarios.

1. Sign in and obtain participant consents for video or research, if necessary
2. Have participants introduce themselves
	1. Specialty, experience and role
	2. Something personal
3. Orient participants to simulation process
	1. Briefing
	2. Case (simulation)
	3. Debriefing-Discuss and review what went well and where there are opportunities for improvement
	4. Feedback and closing
4. Discuss course objectives
5. Describe learning environment
	1. Simulation is a safe and confidential learning environment
	2. Acknowledge anxiety
	3. Assure confidentiality of participants performance and case
	4. Obtain buy-in for simulation activities. Treat as a real-life situation, given the limitations of working with a mannequin, simulated medications, etc.
		* Treat this patient as if it was your perioperative patient.
		* Inject medications as usual
	5. You will be video recorded for purposes of debriefing. The video will be destroyed/deleted per the simulation laboratory guidelines.
6. Discuss expectations of participants
	1. Clinical role (be yourself)
	2. Assure participants that the embedded simulation people are there to help them and there are no tricks.
	3. Agree on a code word for a real event (Simulation will end immediately)
7. Identify equipment that is live or partially functional and explain any related safety issues
	1. Mannequin
	2. Defibrillators/emergency equipment
	3. Cameras
	4. Vital signs displayed on monitoring devices
	5. Phone list
	6. Documentation
8. Orient participants to patient situation and assumed roles; provide role cards if applicable
	1. “It is 10:00 am on a Thursday and you are taking care of a patient with….”
	2. “Your table is set up and all items have been counted….”
	3. “You will start with conducting a time out…..”
9. Ask the “float/supporting” personnel to leave the simulation environment and await communication they would receive during an actual crisis.
10. Ask participants if there are any questions before beginning
	1. Answer any additional questions/clarify shared mental model
	2. Announce that the simulation is starting

**Set-up**

Modify all sections as needed:

**Room**

Simulation operating room (OR) or OR not in use

Note: If not in a dedicated simulation setting, consider medication safety and infection control issues.

**Equipment and Supplies**

OR table with \_\_\_\_\_\_\_\_\_\_

Mannequin

Identification band for the mannequin

IV solution and tubing

? L IV fluid

Back table basic set up including

* lap sponges
* etc.

Mayo stand basic set up

Electrosurgical unit

Emergency cart (will be requested by the team)

Anesthesia machine equipped with

* O2
* etc.

**Medications\***

Provide: Medication Dose Route for each medication

\*Consider the simulation environment when preparing medications. Be sure that all medications are clearly labeled and identified as simulated if applicable. Simulated medications should not be available in any patient care areas.

**Simulator Preparation**

Mannequin

* Intubate with an ETT
* Place IV in right arm
* Simulator program (vital signs, responses, etc)
* Postitioning
* Etc.

**Sequence of Events**

Provide a description of the sequence of events

**SKILLS ASSESSMENT**

**TITLE**

Continue with the simulation until the following action/treatments are completed. Treatment action time points are referenced from time of crisis announcement

|  |  |  |  |
| --- | --- | --- | --- |
| **Action/Treatment Checklist** | **Time** | **Skill met** | **Skill not met** |
| List required actions |  |  |  |
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**Debrief**

Modify if necessary. This text should be appropriate for all scenarios.

Begin debriefing by soliciting the participant’s reactions to the simulation experience.

Clarify with the team the patient situation so that everyone is on the same page.

Clarify confidentiality and expectations.

Review the learning objectives.

Discuss what happened in the simulation.

Review what went well.

Consider opportunities for improvement.

Encourage expression of reactions.

Ask participants:

* “How did participating in this simulation make you feel?”
* “Describe your thinking when…?”
* “Were there performance gaps?”
* “What could be changed in the OR?”

Review the participant’s roles and team expectations.

Review principles of effective interprofessional teamwork.

Review expectations for effective communication. What could b

Discuss appropriate post-event actions:

* Consider keeping the patient intubated and sedated.
* Monitor the patient for 24 hours post-recovery.

Identify learner issues.

R

**Resources**

**Pre/Post Test**

Brief multiple choice exam addressing important learning points.

**Test Answers**

Exam answers here.

**Other Resources (as appropriate)**

Note: Permission required for copyrighted items, illustrations, pictures, etc. Pictures and illustrations can be recreated by AORN artist as needed.

**Considerations for Simulation Variation**

Ideas for increased or decreased complexity of scenario.

**References**

List references used to prepare the scenario here.

***Acknowledgments***

*Lead authors: Full name, CREDENTIALS, Title, Facility, City, State; for scenario authors.*

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