



SCENARIO OVERVIEW

Hazard in the preparation of the sterile field in the delivery room

- Topic: Preparation of the sterile field in the delivery room for a natural childbirth
- Event location: Hospital, Delivery room.

- Overview:

1. A brief description of the situation to be reproduced

Safety in the preparation of the sterile field in the delivery room.

2. A brief description of the objectives that the student must achieve

- Knowledge - identify and appraise aspects of the evidence base that underpins this scenario:

- consolidate knowledge about sterile procedures (Intactness of sterile materials and contamination of the sterile field);
- consolidate knowledge about the time to childbirth;
- know about umbilical cord clamping time;
- know about the “skin to skin” procedure;
- stimulate, sensitise and instruct students to reflect on patient safety and the risks associated with it;
- be able to identify a hazard;
- be able to report a hazard

- Skill performance - understand the core components for safe and effective practice:

- recognise and be able to use the tools correctly;
- respect the reference checklist
- correct sterile procedures.





- Learner satisfaction - be aware of your responsibility as a role model to enhance patient safety
- Critical thinking - demonstrate that you have the relevant personal and professional attributes, identify and evaluate the midwifery/professional actions
 - evaluation of the sterile field
 - evaluation of the umbilical cord clamping time;
 - evaluation of the “skin to skin” procedure;
 - Tutor-student communication
 - Communication among the healthcare team members attending the woman’s delivery.
- Self-confidence - identify and describe the role of the midwife in this scenario, demonstrate integrity and ability to work within ethical and legal frameworks in preserving patient safety:
 - know the necessary materials and where / how to find them;
 - know how to manage communication (with colleagues or patients);
 - know how to complete the procedure autonomously (with supervisor);
 - know how to handle any problems;
 - know how to build a good relationship with the internship guide;
 - know how to work in a team.

3. Detailed timings

- Briefing: 15 min
- Simulation: 15 min
- Debriefing: 45 min





4. Definition of the roles of all the participants involved

- 1 Neonatologist: Dr Smith
- 1 Midwifery student: Anne
- 1 Midwifery tutor: Alice
- 1 Nurse: Julie
- 1 Husband: Mr Rossi
- 1 Woman in pregnancy: mannequin Helena

- **General Information:**

5. Inclusion / Exclusion criteria for actors

- Students of the 2-3 year course (with knowledge about childbirth).
- Actors who impersonate a neonatologist, a husband with characteristics that can be superimposed to the case description (for these roles no specific competencies are required).
- Credible actors (with appropriate acting skills and immersion in the role).

6. Responsibilities of the actors: roles and activities:

- Midwifery tutor: guides the student in the process of childbirth and she debriefs with two students at the end of the scenario;
- Midwifery student: prepares the sterile field in the delivery room;
- Nurse: helps to prepare sterile field and tries to care for the newborn after the “skin to skin” phase;
- Husband: supports the woman who is giving birth to the child;
- Neonatologist: checks that all is safe with the newborn.
- The mannequin Helena is the woman who is delivering the child.





7. Instructions: they include general information about the simulation needed by the actors before the simulation begins to "drop" into the situation:

Facilitators describe to the actors the goal of the meeting, described the type of character they impersonate (who you are, diagnosis, role, context and situation). The detailed list of information to be prompted is given and which to supply spontaneously. The timeframes to be respected are also provided.

- Simulation Design:

8. Objectives:

Highlight to the students the professional roles, responsibilities and potential risks in the preparation of sterile field, in the delivery room of an Italian Hospital.

9. Realism

The environment must reproduce:

1. A hospital delivery room faithfully simulated in the patient's delivery unit (delivery bed, assistance table, cord clamp, surgical instruments, sterile drapes and gauze);
2. A hospital office consisting of three chairs for tutor-student debriefing.

The actors have to faithfully impersonate the roles and wear the respective clothing and uniforms.

The midwifery documentation relating to the woman's case must be prepared.

10. Complexity

The scenario presents a routine situation of a primiparous delivery without complications. Complications concern environmental and communication distractions.

11. Signals:

None





12. Debriefing

- defusing (to allow learners to "vent" emotions. To recap and clarify what happened during the scenario. To conduct a needs analysis of objectives relevant to the learner);
- Discovering (to analyse and evaluate performance through reflection. To find mental models or rationale for specific behaviours through inquiry. To identify gaps/matches between existing and targeted mental models);
- deepening (to apply lessons from simulations and make connections to clinical practice);
- summary (to review what was learned throughout the session).

