SCENARIO	Good practice in the preparation of the sterile field in delivery room	*Teacher template*		
Target group	Third year student, Midwifery	Large group	Small group	
		X		

Theme	Good Practice in the delivery room in an Italian Hospital		

Expected learning outcomes	Technical skills/clinical skills:
	   – Knowing rules about sterile procedures (Intactness of sterile materials and contamination of the sterile field)
	   – Knowing about umbilical cord clamping time
	   – Knowing about "skin to skin".
	Non-technical skills:
	   – Tutor-student communication
	   – Communication among the healthcare team members attending the woman's delivery.		

Based on	**Teaching / Instruction**		**Literature**
	This simulation is a part of studies: Patient safety in Midwifery Care Childbirth Care Communication among the healthcare team members		Monod, Cécile, et al. "Optimization of competency in obstetrical emergencies: a role for simulation training." *Archives of gynecology and obstetrics* 289.4 (2014): 733-738. Cooijmans, K. H., Beijers, R., Rovers, A. C., & de Weerth, C. (2017). Effectiveness of skin-to-skin contact versus care-as-usual in mothers and their full-term infants: study protocol for a parallel-group randomized controlled trial. *BMC pediatrics*, *17*(1), 154. Nursing and Midwifery Council (NMC) (2004), Midwives rules and standards, NMC, London Lewis, G. and Drife, J. (Ed. & Director) (2004) Confidential Enquiry into Maternal and Child Health (CEMACH) Improving the health of mothers, babies and Children. Why Mothers Die 2000-2002. 6th Report. London: CEMACH
Time frame	**Briefing:** 15 min	**Simulaton:** 15 min	**Debriefing:** max 45 min
Participants	**Student roles:**	**Teacher roles:**	**Any other roles:**

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	participants: five midwifery students: 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	Facilitator/Debriefer: supervisor	Technical personnel who control simulation programming: programs vital functions to monitor patient: expected physiological changes to mannequin
Practical preparations	**Tasks/to-do-list:**	**Preparation of simulator / patient and environment:**	**Available equipment:**
	- - Order rooms - - Order technical and / or technical assistance from the skills centre - - Inform the students about the scenario well ahead of time - - Prepare the simulator and room - - Make sure that the students are familiar with the simulator - - Clean up after completion of scenario	The preparations that must be made for simulator and room to be realistic in relation to the scenario: Environment, and equipment Supported documents: patient files and report file from paramedics Get the mannequins (Mother and foetus) ready: makeup, clothes.	Computer Shelf for childbirth assistance Supported documents: patient files, report file from paramedics, Suitable clothes for participants, mannequin and doctor
Case	We are in a delivery room of an Italian Hospital. The mannequin is a pregnant woman with low-risk pregnancy, single foetus and she is about to give birth. Anna, the student midwife, prepares the sterile field using the drapes, and while she prepares it, she asks tutor to follow her. Tutor recommended her to the correct procedures.		
Briefing	**Participants**	**Peer learners/ observers**	**Standardized patient/ other roles**
	Teachers explain simulation and scenario and assign tasks in the briefing room. The participants are briefed in: - case and learning outcomes -equipment - estimated duration - debriefing - distribution of roles - any audio / image transfer When recording audio / video, the participants must give permission with signature	Present case and learning outcomes Assign tasks The observers will sit in their own room and look at the simulation that is transmitted digitally. Simulation centre technician controls sound and image transfer. It is important that it is emphasized to the observers that it is not allowed to tape or record the sequence	The pregnant woman (mannequin) is in the delivery room during the expulsion period. It is low risk pregnancy.
During the simulation	**FACILITATOR ROLE**		
	Facilitator/Debriefer: midwifery student that simulates the tutor Mannequin (woman in pregnancy): Low risk pregnancy Regular foetal heartbeat (130 beats/minute)		

	Regular contractions every 2 minutes Temperature: 36.5 ° C Blood pression: 120/70 VAS, visual analogue scale (pain) 8/10 Weight / length: n. 65 kg /n. 161cm		
	OPERATOR ROLE Here you can remove this heading if there is no operator in this scenario		
	Expected observations and actions from the participants:	**Response Operator:**	**Current input for dialogue:**
	The midwifery student needs to set up an appropriate sterile field. The tutor should monitor the student's work	The mannequin is giving birth.	The mannequin screams. The midwifery student urges the woman to support the push The husband supports the woman. The nurse provides the sterile material for childbirth assistance
	STANDARDIZED PATIENT you can remove this heading if there is no standardized patient in this scenario		
	Expected observations and actions from the participants:	**Response standardized patient:**	**Current input for dialogue:**
	Correct preparation of the sterile field	The student follows the correct procedures.	The tutor follows students on the procedures to prepare the sterile field.
Debriefing	**Descriptive phase:**	**Analysing phase:**	**Take home message:**
	- How are you feeling now? - What were the positive actions? What went well? - Have you ever been in the same situation?	- What do you want to improve? - Would you do something differently? - Which implications could this scenario have on clinical practice?	- What did you learn from this scenario?
Reflection	When a doubt arises about an activated procedure, it is better to correct it anyway. The importance of tutorship		
Evaluation	Evaluation of the effectiveness of the simulation		
PREPARING/DEVELOPMENT OF THE SCENARIO			
Scenario Designers:	**Date of design**	**Modified by:**	**Date of change:**
Matilde Maria Canepa, and Giovanna Razeto, and Ortensia Buscaino, and Antonia Tomasi matilde.canepa@unige.it	06/02/2019	Space for who has changed the scenario so that you can contact both the designer and any other person who has used the scenario Have contact information such as email and internal phone number	Date last modified: Here is the date presented

COMMENTS
COMMENTS The dialogues in the video were unscripted.