



SCENARIO	NEAR MISS IN DRUG ADMINISTRATION		Teacher template		  <p>SLIPPS Simulation Scenario Materials: Scenario 1 Medication by SLIPPS Project Team is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Based on a work at https://www.slipps.eu/.</p>
Target group	Nursing student (year of course: Second)		Large group	Small group	
			X		
Theme	Near miss in a Medical ward				
Expected learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> - Reflect about patient safety and related risks - Reflect about the importance of safe drug administration - Knowledge about effective relationship with supervisor - Knowledge about hazard events - Knowledge about good and effective teamwork - Knowledge on the potential negative outcomes caused by frequent interruptions <p>Skill performance</p> <ul style="list-style-type: none"> - Respecting the appropriate checklist - Correct and safe management of drugs - Correct process if decision making <p>Critical thinking</p> <ul style="list-style-type: none"> - Assessment of the patient and of the therapy prescribed - Assessment of the adequacy and correctness of the prescription and administration - Patient education and information 				
Based on	Teaching / Instruction		Literature		
	This simulation is a part of studies: Patient safety in drug administration Environment distress		Nursing Education Simulation Framework (NESF), Jeffries, 2005 Revisit Role-Playing Activities in Foreign Language Teaching and Learning: Remodeling Learners' Cultural Identity?, Lee si, 2015 Influences on self-evaluation during a clinical skills programme for nurses, Yeo J. et al., 2009 Mentoring for NHS doctors: perceived benefits across personal-professional interface, Steven A., 2008 Patient safety in nursing education: Contexts, tensions and feeling safe to learn, Steven et al., 2013		
Time frame	Briefing:	15 min	Simulaton:	15 min	Debriefing: 45 min
Participants	Student roles:		Teacher roles:		Any other roles:

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	Participants: 1 nurse 1 nursing students 1 doctor 2 patients 1 support worker	Facilitators	Technical personnel who control simulation programming
Practical preparations	Tasks/to-do-list:	Preparation of simulator / patient and environment:	Available equipment:
	<ul style="list-style-type: none"> - Order rooms - Order check lists - Inform the students about the scenario - Prepare the simulator and room 	<ul style="list-style-type: none"> - Prepare room as real as possible - Barcode system - Clothes - Clean up after completion of scenario 	<ul style="list-style-type: none"> Computer Therapy cart Breakfast cart Supported documents (ie. patient files) Videocamera
Case	We are in a hospital ward, containing 2 beds. The supervisor supports a student assigned to him for drug administration. The critical issues that are encountered are many: student's lack of concentration, the disturb that creates the neighbor of bed, the modification that the doctor makes on the prescription and the support operator who breaks twice in the room; in the second time, due to an emergency in the next room, he calls the supervisor, leaving the student alone in the administration of the therapy. The student administered therapy, but is interrupted by the patient who, doubtful of the unusual color of the pills, asks if it really was the correct therapy to be taken. The student, accepting the patient's doubt, delayed taking the therapy and leaves the room to ask the supervisor for advice.		
Briefing	Participants	Peer learners/ observers	Standardized patient/ other roles
	<p>Briefing room. Teachers explain simulation and scenario, and assign tasks.</p> <p>The participants are briefed in:</p> <ul style="list-style-type: none"> - case and learning outcomes - equipment - estimated duration - debriefing - distribution of roles - any audio / image transfer <p>When recording audio / video, the participants must give permission with signature</p>	<p>Present case and learning outcomes</p> <p>Assign tasks</p> <p>The observers will sit in their own room and look at the simulation that is transmitted digitally. Facilitator 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</p>	<p>Facilitators explain to patients their role during the simulation.</p>
During the simulation	FACILITATOR ROLE		
	During the development of the scenario, the facilitator ensures that everything happens as established, that the actors are comfortable in their roles and that the equipment is available and properly functioning. It welcomes any doubts, problems and questions about what is being done.		
	OPERATOR ROLE		
	Expected observations and actions from the participants:	Response standardized patient:	Current input for dialogue:
The correct drug administration	Underestimation, steady drug management (preparation and administration), low care	All of the dialogue comes into play with the participants.	

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	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:
	The correct drug administration	Confusion, fear, doubts, lack of confidence with staff, poor safety.	All of the dialogue comes into play with the participants.
	Response to the questions	Anxiety, lack of confidence, not to feel heard	All of the dialogue comes into play with the participants.
Debriefing	Descriptive phase:	Analyzing phase:	Take home message:
	<ul style="list-style-type: none"> - How are you feeling now? - What were the positive actions? What went well? - Have you ever been in the same situation? 	<ul style="list-style-type: none"> - Would you do something differently? - Which implication this scenario could have on clinical practice? - What do you want to improve? 	<ul style="list-style-type: none"> - What did you learn from this scenario?
Reflection	<p>The continuous interruptions during diagnostic/therapeutic procedures expose the health worker to high risk of error that impacts on the patient's safety. Hesitancy and uncertainty of the health worker generate for the patient a stressful situation and a lack of confidence in not only the health worker but also in the system.</p> <p>The important role played by the supervisor who facilitates the student in the decision making process and critical thinking.</p>		
Evaluation	Assessment of satisfaction.		
PREPARING/DEVELOPMENT OF THE SCENARIO			
Scenario Designers:	Date of design	Modified by:	Date for change:
Bagnasco Annamaria Centanaro Roberta Baccigalupo Lucia Vassalini Lucia Razzeto Giovanna Rossi Silvia Dasso Nicoletta Galanti Carolina Aleo Giuseppe Alison Steven	February 2019	///	///
COMMENTS			
Audiovisual support (volume low)			