**Template: A letter faculty might review and/or send to registered nursing students**

Greetings!

This letter is to provide you the pre High Fidelity Patient Simulation (HFPS) that you will need to familiarize yourself with prior to your assigned HFPS learning activity day. We will discuss what you need to bring, what you can expect the day to look like, and some of the pre reading and study you can do to prepare for an exciting learning opportunity.

What to bring: You are to come dressed in scrubs, with a stethoscope: a drug text and med surg text will be in the HFPS lab room. You can also use a hand held device to research information as there is free WIFI. There will be a hard-wired computer available where you can access learning resources on the Island Health learning management system.

What you can expect during the day: You will receive an orientation to the HFPS learning activity and the lab facility and to the mannequin by your instructor at the beginning of the day. Each instructor may ‘tweak’ the orientation delivery to their own teaching style; you receive information about breaks, number of scenarios, and have time to familiarize yourself with the mannequin (e.g. assess normal and abnormal sight, sounds, etc of a head to toe assessment).

You should not be working in groups of more than 8 students and each of you will have the opportunity to take the lead as a registered nursing student for a case scenario. Thus you can expect to lead a scenario, and be part of the group learning for another 5 scenarios depending on how your instructor sets up the day. You will be required to perform the skills of a head to toe assessments along side focused assessments for respiratory and GI complaints, pain management, general med-surg patient presentation such as COPD, CHF, Delirium, Dementia, Depression, Overdose, hypovolemia, hypoglycemia, hypertensive crisis, alcohol withdrawal…and similar types of symptomatic presentation. (see below)

Also included in each scenario; cultural sensitivity, family and relational practices, the role of the nurse in delegating activities, the boundaries of the scope of practice of a newly graduated nurse, and inter-professional practices.

You will perform in a simulation for about 10 minutes individually; you will discuss each case as a group and best practices.  You will receive feedback from your instructor and colleagues after your Simulation Activity in debrief. You may use the learning from this activity to augment your learning in practice.

Specific learning objectives for each case scenario: Below are the pre session briefing requirements for each of the case scenarios developed for N475. Your instructor may or may not choose all of the scenarios for your learning activity day. You will note some of the prerequisite knowledge is duplicated in the description. You may go through these sections quickly and highlight to yourself the areas you may want to revisit prior to the HFPS activity day.

Case Scenario 1:

Prior to the simulation session, registered nursing students are encouraged to review etiology and treatment for MRSA, the common side effects/adverse effects of treatment for MRSA, signs and symptoms of an allergic reaction to antibiotic treatment, treatment modalities of an allergic reaction, and how to use IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 2:

Prior to the simulation session, registered nursing students are encouraged to review etiology and treatment for congestive heart failure in an acute care setting; assessments and resources to support a ‘confused’ patient transferred from a residential facility to an acute inpatient unit, and, how to use IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 3:

Prior to the simulation session, registered nursing students are encouraged to review etiology, assessment and treatment for GI bleed, the common side effects/adverse effects of medications, and transfusion complications related to blood administration. The students will use clinical judgment in order to assess salient information and prioritize care of an acute patient communicating using IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 4:

Prior to the simulation session, registered nursing students are encouraged to review; nursing assessment and management of:

1. Congestive heart failure in an acute setting
2. The incidence and prevalence of alcohol withdrawal syndrome, the treatments of alcohol withdrawal syndrome, the common side effects of treatment for alcohol withdrawal
3. The incidence and prevalence of delirium in elderly patients admitted to hospital, the treatment and management of delirium, the common side effects of delirium management.
4. How to use SBAR, and closed loop communication among health care team members.

Case Scenario 5:

Prior to the simulation session, registered nursing students are encouraged to review etiology and treatment for hypertension (e.g. Nitroprusside IV), the common side effects/adverse effects of treatment for hypertension, signs and symptoms of an abdominal aortic aneurysm, treatment modalities for an abdominal aortic aneurysm including recognizing when to call a Code Blue, and how to use IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 6:

Prior to the simulation session, registered nursing students are encouraged to review etiology and treatment for infection, opiate overdose, oxygen management and cephalosporins including the signs and symptoms of an allergic reaction to antibiotic treatment, treatment modalities of an allergic reaction, and how to use IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 7:

Prior to the simulation learning activity the registered student nurse should review nursing assessment and interventions for a patient with abdominal pain. In addition, the registered nursing student should review theory and communication skills for cultural sensitivity, relational practice, family centered practice, focused abdominal assessment and pain management, and how to use IDRAW, SBAR and closed loop communication among healthcare team members.

Case Scenario 8:

Prior to the simulation learning activity the registered student nurse should review nursing assessment and interventions for a patient with shortness of breath. In addition the registered nursing student should review theory and communication skills for cultural sensitivity, relational practice, and managing alcohol withdrawal on an acute care unit.

Case Scenario 9:

Prior to the simulation session, registered nursing students are encouraged to review etiology and treatment for congestive heart failure in an acute care setting, and how to use IDRAW, SBAR and closed loop communication among healthcare team members.