

**UNIVERSITY OF VICTORIA  
SCHOOL OF NURSING**

**HFPS Learning Activity: Registered Nursing Student Guidelines for High Fidelity Simulation Practice Experience**

**Background:**

In the course description for Consolidated Practice Experiences, it is stated “ in a variety of settings, participants have opportunities to consolidate learning and advance their clinical decision making” (p 1). There are a number of ways to develop strengths in your nursing practice. There is sufficient evidence to date to support the use of High Fidelity Patient Simulation (HFPS) in the preparation of registered nursing students to meet clinical competencies. Indeed, nursing education has a rich history of incorporating simulated activities to guide students in learning the skills needed for clinical practice: role-playing, games, use of models and manikins, case studies, and multimedia presentations (Tuoriniemi & Schott-Baer, 2008). For this HFPS learning activity you will be working with a high fidelity simulation mannequin in a complex care case designed to incorporate the competencies required and that you must demonstrate to successfully complete your final Consolidated Practice Experience.

**Ends in view**

In completing this planned learning activity you will have the opportunity to:

- take a leadership role in managing a complex patient care scenario including delegation of tasks and communicating with other health professionals about patient care;
- participate with fellow nursing students as a group member observing complex patient care scenarios with a view reflecting in and on the acts of professional, caring and skilled nursing care;
- within the practice parameters of safe patient care and nursing entry to practice competencies identify strengths and gaps so that you might further develop your proficiency to assess and strengthen your clinical assessment, judgment, and skill performance;
- receive instructor and peer feedback on your skill performance, critical thinking/reasoning and knowledge level.

**In preparation**

Your instructor will assign you a date, time for your required simulation experience at the Center for Inter-professional Clinical Simulation Learning, 2<sup>nd</sup> floor Coronation Annex, Royal Jubilee Hospital. You will attend in uniform with your name tag, and bring your stethoscope. Once there you will receive a pre-briefing to the simulation lab including time to familiarize yourself with the HFPS mannequin and the equipment that will be required to successfully complete the HFPS event.

**Process**

Each simulation ‘case’ may differ. However, the progression of the simulation experience will follow a similar outline;

- you will meet with your instructor and be introduced to the setting, other participants and the case to be addressed
- you will complete a pre test
- the learner objectives of the simulation experience, a description of the situation to be managed, and the roles and expectations of all participants will be reviewed
- you will perform your assigned role in the simulation
- you will have the opportunity to debrief with your instructor and peers
- you will take a post test
- you will receive a copy of your performance feedback sheet

### **HFPS case scenarios**

There are currently 10 HFPS case scenarios that you may take the role of the nurse in assessing and managing patient care. You will demonstrate your understanding and ability to nurse human health experiences drawing upon prior knowledge of health promotion, family centered care, relational practice, cultural safety and any other theories that contribute to your planning and delivering nursing care. The HFPS case may mimic an admission, managing ongoing inpatient care, responding to an acute presentation of symptoms while in hospital or planning for discharge.

You will be required to perform the skills of a head to toe assessment along side focused assessments such as respiratory or GI complaints, pain management, wound assessment, COPD, CHF, Delirium, Dementia, Depression, overdose, hypovolemia, hypoglycemia, suspected head trauma, sepsis, and recognizing when to call a code blue. Each ‘patient’ will have more than one presenting ‘symptom’ such that you must prioritize and manage patient care similar to in practice.

While the HFPS is limited to presenting symptoms, it is recognized that the nurse does not provide patient care in isolation. Therefore scenarios will include family members, and other health care team members as necessary. You will have an opportunity to consider the role of the nurse in delegating activities, the boundaries of the scope of practice of a newly graduated nurse, and inter-professional practices.

### **Evaluation**

This learning activity will be evaluated in two ways. You will have an opportunity to ‘reflect in action’ as you complete the HFPS scenario. You will ‘think in the moment’ and consult with members of your group or the nursing and patient care team as necessary to following your assessment to plan and implement safe and effective nursing care.

During the debrief you will engage in ‘reflection on action’ whereby you and your group members, facilitated by your instructor, will review events of the HFPS as they unfolded, uncover practice assumptions, reflect on evidence for best practices and (re) view your practice for strengths and areas that need to be strengthened in order to safely and effectively manage similar complex patient care scenarios.

In addition, your instructor or other designate will also complete a ‘check list’ that is designed to objectively capture your performance.

You will receive feedback on your preparedness, your participation, and your reflection on action during this learning activity. If you are not prepared, actively participate, or demonstrate below competency performance your instructor will provide you an opportunity to redo the HFPS learning activity.