Scenario Development Template

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| Scenario Title: | | | | | | | | |
| Author(s): | | | | | Last Edit (date): | | | |
| Set up (scene): | | | | | | | | |
| Duration (min)  Prebriefing: Scenario: Debriefing: | | | | | | | | |
| Embedded Participants: | | | | | Learners: | | | |
| Learning Objectives / Professional Competencies: | | | | | | | | |
| Case Summary: | | | | | | | | |
| Reason for Presenting: | | | | | | | | |
| Past Relevant History: | | | | | | | | |
| **Patient Information** | | | | | | | | |
| Name: | Age: | | Gender: | Weight: | | | Height: | |
| Physical Findings: | | | | | | | | |
| Simulator: | | | | | Moulage: | | | |
| Aids (Equipment, Imaging, ECG, Images, Etc): | | | | | | | | |
| Prebrief Goals:  **Introductions and reason for simulation**   * Introduce facilitators, participants, simulation operator   **Review Learning Objectives and Outcomes for Simulation**  **Basic Assumption**   * “*We believe that all learners are intelligent, well trained, care about doing their best and want to improve”*   **Fiction Contract**   * “*We know that simulation is not real, but we are going to engage and treat it as real. Facilitators have created a scenario which we believe is as realistic as possible. We request that you suspend your disbelief and engage in the scenario as if it were real”*   **Confidentiality**   * Remind learners what happens in a simulation lab stays in the simulation lab and it is a safe place to practice and build on knowledge and skill.   **Safety**   * Orientate learners to the space (equipment, how to use the mannequin, where supplies are kept, how to call other health care members should they be required).   **Debriefing**   * Not graded * Discussion to explore the different perspectives throughout the simulation * Expectation that everyone participates and contributes during debrief | | | | | | | | |
| **Scenario Detailed Flow** | | | | | | | | |
| **Phase** | | **Time (Min)** | **Expected Actions & Interventions** | | | **Skills Demonstrated** | | **Triggers (to move to next phase)** |
| Phase 1: Starting State | |  |  | | |  | |  |
| Phase 2: Activity/Intervention  (note changes) | |  |  | | |  | |  |
| Phase 3: Resolution  (note changes) | |  |  | | |  | |  |
| **Debriefing Points:** | | | | | | | | |
| **References:**  CIHC: A National Interprofessional Competency Framework  The PEARLS Healthcare Debriefing Tool | | | | | | | | |