

# Simulation Design Template (Revised February 2023)

## Diego Simulation Care of an Adolescent

**Date:** 5/22/2025

**Discipline:** Nursing

**Expected Simulation Run Time:** 20 minutes

**Location:**

**Today's Date:**

**File Name:** Care of an adolescent simulation

**Student Level:**

**Guided Reflection Time:** 40 minutes

**Location for Reflection:**

### Brief Description of Patient

**Name:** Diego Salas

**Pronouns:** he/him

**Date of Birth:**

**Age:**19

**Sex Assigned at Birth:** M

**Gender Identity:** M

**Sexual Orientation:**

**Marital Status:** unmarried

**Weight:** 150 lbs

**Height:** 5ft 8in

**Racial Group:** Hispanic

**Language:** English/Spanish

**Religion:**

**Employment Status:** Student

**Insurance Status:** self pay

**Veteran Status:**

**Support Person:** Mother

**Support Phone:**

**Allergies:**

**Immunizations:**

**Attending Provider/Team:** Dr. Obiajulu

**Past Medical History:** asthma

**History of Present Illness:** patient presents with shortness of breath following exercise

**Social History:** Patient is student at local high school, plays soccer, lives with mother, father and sister.

**Primary Medical Diagnosis:** asthma exacerbation

**Surgeries/Procedures & Dates:** N/A

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© 2023, National League for Nursing. Originally adapted from Childs, Sepples, Chambers (2007). Designing simulations for nursing education. In P.R. Jeffries (Ed.) *Simulation in nursing education: From conceptualization to evaluation* (p 42-58). Washington, DC: National League for Nursing.

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## Psychomotor Skills Required of Participants Prior to Simulation

Perform a focused respiratory assessment, including lung sounds and respiratory rate evaluation

Administer supplemental oxygen using appropriate delivery devices

Prepare and administer nebulizer treatments safely and effectively

## Cognitive Activities Required of Participants Prior to Simulation

[https://www.justice.gov/d9/fieldable-panel-panes/basic-panes/attachments/2021/09/29/understanding\\_bias\\_content.pdf](https://www.justice.gov/d9/fieldable-panel-panes/basic-panes/attachments/2021/09/29/understanding_bias_content.pdf)

## Simulation Learning Objectives

**General Objectives** (Note: The objectives listed below are general in nature and once learners have been exposed to the content, they are expected to maintain competency in these areas. Not every simulation will include all the objectives listed.)

1. Practice standard precautions.
2. Employ strategies to reduce risk of harm to the patient.
3. Conduct assessments appropriate for care of patient in an organized and systematic manner.
4. Perform priority nursing actions based on assessment and clinical data.
5. Reassess/monitor patient status following nursing interventions.
6. Communicate with patient and family in a manner that illustrates caring, reflects cultural awareness, and addresses psychosocial needs.
7. Communicate appropriately with other health care team members in a timely, organized, patient-specific manner.
8. Make clinical judgments and decisions that are evidence-based.
9. Practice within nursing scope of practice.
10. Demonstrate knowledge of legal and ethical obligations.

## Simulation Scenario Objectives (limit to 3 or 4)

1. Demonstrate developmentally appropriate communication strategies to establish trust and engagement with an adolescent patient from a culturally diverse background.
2. Apply culturally and linguistically responsive approaches during interactions with the patient and family to guide shared decision-making.
3. Assess and address developmental and psychosocial needs of an adolescent in a way that supports autonomy and family-centered care.

4. Implement evidence-based nursing interventions that consider both social determinants of health and family priorities.

## Faculty Reference

(references, evidence-based practice guidelines, protocols, or algorithms used for this scenario, etc.)

The Healthcare Simulation Standards of Best Practice™

<https://www.inacsl.org/healthcare-simulation-standards>

Foronda, C., McDermott, D.S. & Crenshaw, N. (2022, Month). Prebriefing for Cultural Humility©. Clinical Simulation in Nursing , 71, 141-145. <https://doi.org/10.1016/j.ecns.2022.02.008> .

Foronda, Cynthia PhD, RN, CNE, CHSE, ANEF, FAAN; Prather, Susan EdD, RN; Baptiste, Diana-Lyn DNP, RN, CNE, FAAN; Luctkar-Flude, Marian PhD, RN, CCSNE. Cultural Humility Toolkit. Nurse Educator 47(5):p 267-271, September/October 2022. | DOI: 10.1097/NNE.0000000000001182

## Setting/Environment

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Emergency Department<br><input type="checkbox"/> Medical-Surgical Unit<br><input type="checkbox"/> Pediatric Unit<br><input type="checkbox"/> Maternity Unit<br><input type="checkbox"/> Behavioral Health Unit | <input type="checkbox"/> ICU<br><input type="checkbox"/> OR / PACU<br><input type="checkbox"/> Rehabilitation Unit<br><input type="checkbox"/> Home<br><input type="checkbox"/> Outpatient Clinic<br><input type="checkbox"/> Other: |
|---|--|

## Equipment/Supplies (choose all that apply to this simulation)

**Simulated Patient/Manikin(s) Needed:** Adolescent patient

**Recommended Mode for Simulator:** standardized patient  
(e.g. manual, programmed, etc.)

**Other Props & Moulage:** cell phone, nebulizer mask, vital signs machine with pulse oximetry

|   |  |
|---|--|
| <b>Equipment Attached to Manikin/Simulated Patient:</b><br><input checked="" type="checkbox"/> ID band<br><input type="checkbox"/> IV tubing with primary line fluids running at __ mL/hr<br><input type="checkbox"/> Secondary IV line running at __ mL/hr | <b>Equipment Available in Room:</b><br><input type="checkbox"/> Bedpan/urinal<br><input checked="" type="checkbox"/> O2 delivery device (type)<br><input type="checkbox"/> Foley kit |
|---|--|

|  |   |
|--|---|
| <input type="checkbox"/> IVPB with ___ running at mL/hr<br><input type="checkbox"/> IV pump<br><input type="checkbox"/> PCA pump<br><input type="checkbox"/> Foley catheter with ___mL output<br><input type="checkbox"/> O2<br><input type="checkbox"/> Monitor attached<br><input type="checkbox"/> Other: | <input type="checkbox"/> Straight catheter kit<br><input type="checkbox"/> Incentive spirometer<br><input type="checkbox"/> Fluids<br><input type="checkbox"/> IV start kit<br><input type="checkbox"/> IV tubing<br><input type="checkbox"/> IVPB tubing<br><input type="checkbox"/> IV pump<br><input type="checkbox"/> Feeding pump<br><input type="checkbox"/> Crash cart with airway devices and emergency medications<br><input type="checkbox"/> Defibrillator/pacer<br><input type="checkbox"/> Suction<br><input checked="" type="checkbox"/> Other: albuterol |
| <b>Other Essential Equipment:</b><br>Face mask or nebulizer mask<br><b>Medications and Fluids:</b><br><input type="checkbox"/> Oral Meds:<br><input type="checkbox"/> IV Fluids:<br><input type="checkbox"/> IVPB:<br><input type="checkbox"/> IV Push:<br><input type="checkbox"/> IM or SC:                |   |

## Roles

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Nurse 1<br><input type="checkbox"/> Nurse 2<br><input type="checkbox"/> Nurse 3<br><input type="checkbox"/> Provider (physician/advanced practice nurse)<br><input type="checkbox"/> Other healthcare professionals:<br>(pharmacist, respiratory therapist, etc.) | <input type="checkbox"/> Observer(s)<br><input type="checkbox"/> Recorder(s)<br><input checked="" type="checkbox"/> Family member #1<br><input type="checkbox"/> Family member #2<br><input type="checkbox"/> Clergy<br><input type="checkbox"/> Unlicensed assistive personnel<br><input type="checkbox"/> Other: |
|---|--|

## Guidelines/Information Related to Roles

Learners in role of nurse should determine which assessments and interventions each will be responsible for, or facilitator can assign nurse 1 and nurse 2 roles with related responsibilities.

Information on behaviors, emotional tone, and what cues are permitted should be clearly communicated for each role. A script may be created from Scenario Progression Outline.

## Pre-briefing/Briefing

Prior to report, participants will need pre-briefing/briefing. During this time, faculty/facilitators should establish a safe container for learning, discuss the fiction contract and confidentiality, and orient participants to the environment, roles, time allotment, and objectives.

For a comprehensive checklist and information on its development, go to <http://www.nln.org/sirc/sirc-resources/sirc-tools-and-tips#simtemplate>.

## Report Students Will Receive Before Simulation

(Use SBAR format.)

**Time:** 4pm

**Person providing report:** Prior shift nurse

**Situation:** This is Diego Salas, age 19, here for asthma exacerbation.

**Background:** Diego has a history of exercise induced asthma since childhood. He carries an albuterol inhaler. He was playing soccer after school, experienced wheezing, sat down and took his inhaler. As the wheezing did not resolve he was driven to the ER by his coach. Mother, Mrs. Igelsia, has been called and is on her way.

**Assessment:** Increased work of breathing, following intense exercise, requires completion of nebulizer

**Recommendation:** Continue to monitor patients work of breathing, reassess respiratory system following completion

## Scenario Progression Outline

Patient Name:

Date of Birth:

| Timing (approx.) | Manikin/SP Actions   | Expected Interventions  | May Use the Following Cues                                  |
|------------------|--|---|---|
| <b>0-5 min</b>   | <p>Patient gives one word responses, spends most of their time looking at their cell phone, little eye contact.</p> <p>When asked to describe what brought them here patient responds:<br/>           “Well I was playing soccer and began wheezing and almost passed out. I took a puff of my inhaler and wanted to just sit and rest and wait it out, but the coach freaked out and sent me here. How long can I stay?”</p> <p>Patient is scared about his breathing but concerned that he will look weak if he shows any signs of fear.</p> | <p><b>Learners should begin by:</b></p> <ul style="list-style-type: none"> <li>Performing hand hygiene</li> <li>Introducing selves</li> <li>Confirming patient ID</li> <li>Identifies nebulizer is not covering patients mouth and so replaces it</li> <li>Learner communicates to patient in a manner consistent with developmental stage of adolescence</li> <li>Begins respiratory assessment</li> </ul> | <p><b>Role member providing cue:</b></p> <p><b>Cue:</b></p> |
| <b>5-10 min</b>  | <p>Mother of patient enters flustered and in a rush.</p>   | <p><b>Learners are expected to:</b></p> <ul style="list-style-type: none"> <li>Confirm identity of mother.</li> <li>Introduce themselves to mother.</li> <li>Educate parents on medical plan and signs of improvement.</li> </ul>   | <p><b>Role member providing cue:</b></p> <p><b>Cue:</b></p> |
| <b>10-15 min</b> | <p>She is concerned about the mounting costs of staying in hospital since family is on limited income, with little insurance. She has left her job to come to the office and feels pressure to return.</p>   | <p><b>Learners are expected to:</b></p>   | <p><b>Role member</b></p>                                   |

|           |   |  |   |
|-----------|---|--|---|
|           | <p>Mother states: <b>“How are you feeling, you don't look so bad. Let's get your shoes on so you are ready to go (In Spanish) “No necesitas esa cosa con el vapor, usas el inalador como siempre y ya.”</b></p> <p>Patient asks “Where is Papi?” He is looking for his Dad. Mother knows that Dad is working and cannot leave or he doesn't get paid.</p> | Assess mom priorities and address these priorities | <p><b>providing cue:</b></p> <p><b>Cue:</b></p>             |
| 15-20 min |   | Learners are expected to:                          | <p><b>Role member providing cue:</b></p> <p><b>Cue:</b></p> |



## Debriefing/Guided Reflection

### Note to Faculty

We recognize that faculty will implement the materials we have provided in many ways and venues. Some may use them exactly as written and others will adapt and modify extensively. Some may choose to implement materials and initiate relevant discussions around this content in the classroom or clinical setting in addition to providing a simulation experience. We have designed this scenario to provide an enriching experiential learning encounter that will allow learners to accomplish the [listed objectives](#) and spark rich discussion during debriefing. There are a few main themes that we hope learners will bring up during debriefing, but if they do not, we encourage you to introduce them.

### Themes for this scenario:

- Cultural competence
- Developmental priorities of the adolescent patient

We do not expect you to introduce all of the questions listed below. The questions are presented only to suggest topics that may inspire the learning conversation. Learner actions and responses observed by the debriefer should be specifically addressed using a theory-based debriefing methodology (e.g., Debriefing with Good Judgment, Debriefing for Meaningful Learning, PEARLS). The debriefing questions for consideration are organized into the phases of debriefing, as recommended by the Healthcare Simulation Standard of Best Practice™ The Debriefing Process. The following phases are included below: Reactions/Defuse, Analysis/Discovery and Summary/Application. Remember to also identify important concepts or curricular threads that are specific to your program.

| Debriefing Phase       | Debriefing Questions for Consideration   |
|------------------------|--|
| Reactions/<br>Defuse   | How did you feel throughout the simulation experience?   |
|                        | Give a brief summary of this patient and what happened in the simulation.  |
|                        | What were the main problems that you identified?   |
| Analysis/<br>Discovery | Discuss the knowledge guiding your thinking surrounding these main problems.   |
|                        | What were the key assessment and interventions for this patient?   |
|                        | Discuss how you identified these key assessments and interventions.  |
|                        | Discuss the information resources you used to assess this patient. How did this guide your care planning?                |
|                        | Discuss the clinical manifestations evidenced during your assessment. How would you explain these manifestations?        |
|                        | Explain the nursing management considerations for this patient. Discuss the knowledge guiding your thinking.             |
|                        | What information and information management tools did you use to monitor this patient's outcomes? Explain your thinking. |
|                        | How did you communicate with the patient?  |

|                         |   |
|-------------------------|---|
|                         | What specific issues would you want to take into consideration to provide for this patient's unique care needs? |
|                         | Discuss the safety issues you considered when implementing care for this patient.                               |
|                         | What measures did you implement to ensure safe patient care?  |
|                         | What other members of the care team should you consider important to achieving good care outcomes?              |
|                         | How would you assess the quality of care provided?  |
|                         | What could you do improve the quality of care for this patient?   |
| Summary/<br>Application | If you were able to do this again, how would you handle the situation differently?                              |
|                         | What did you learn from this experience?  |
|                         | How will you apply what you learned today to your clinical practice?  |
|                         | Is there anything else you would like to discuss?   |

## Guided Debriefing Tool

The NLN created a Guided Debriefing Tool to provide structure from which facilitator observations can make objective notes of learner behaviors in simulation in direct relationship to the [learning outcomes](#). [Download the NLN Guided Debriefing Tool](#).