Saving the Scenario – Incorporating Cues to Help Meet Objectives

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Collaborate, Create, Elevate

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Objectives

Define cueing.

Describe the use of cueing in simulation design.

Create or modify a simulation scenario to include cues that address potential obstacles in the scenario while maintaining desired level of fidelity.
INACSL Standards of Best Practice: SimulationSM
Facilitation

Criterion 4
Facilitation methods during a simulation-based experience involve the delivery of cues (predetermined and/or unplanned) aimed to assist participants in achieving expected outcomes.

International Nursing Association for Clinical Simulation and Learning (INACSL) Standards Committee (2016a)

Cueing ˈkwiː – ɪŋ\ (aka Prompt)

- Verb To provide information during the simulation that helps the participant progress through the activity to achieve stated objectives.
- Noun Information provided that helps the participant(s) process and progress through the scenario to achieve stated objectives. Cueing comprises two types, conceptual and reality cues, with mode of delivery enacted via equipment, environment, or patient and role characters. Conceptual cues provide the learner with information to achieve expected outcomes in a SBE. Reality cues help the learner interpret or clarify simulated reality through information delivered by the simulated patient or role characters.

International Nursing Association for Clinical Simulation and Learning (INACSL) Standards Committee (2016b)

Life Saver

- A methodology to manage unexpected events that occur during SBEs. Plans may be determined before and/or interventions may occur spontaneously during scenarios that allow participants to complete the simulation.

INACSL Standards Committee, 2016b

- Plans before and interventions during scenarios that allow participants to achieve the learning goals for a specific scenario by adapting its content and form.

Dieckmann, Lippert, Glavin & Rall, 2010
Scenario Life Savers

• Within the simulation
  • Should follow the scenario and not detract

• Outside the simulation
  • May need to detract – and that’s ok
    • Participant safety (someone’s about to defibrillate their colleague)
    • Equipment safety (someone’s about to instill water into the mannequin’s airway)

Dieckmann, Lippert, Glavin & Rall, 2010

What situations have you run into where cues/prompts/life savers were needed?

• Unexpected events occur during the scenario
• Enhance response to difficult situations or emotions
• Shift focus from task-oriented to person-centered care
• Cue-responding behaviors
• Tendency to act/respond without giving patient time to reveal more information
• Participants failure to understand the scenario
• Failure to accept the scenario
• Mismatch between scenario difficulty and participant competence
Decisions, Decisions

When a scenario has taken an unexpected pathway – do we:

A. Restore the scenario to its intended path

OR

B. Adapt the scenario to the newly developed situation
   A. With this, we run the risk of not covering the intended objectives or overall learning goal.

Methods for Delivering Cues

• Scenario Design
• Pre-Brief
• Equipment

Methods for Delivering Cues

• Environment
• Patient/Client
• Embedded Actor
Break-Out Activity

• Review scenario synopsis and scenario objectives

• Identify appropriate cues

• Identify appropriate ways to deliver cues

References


